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PORtuguese GRAMMAR

PORTUGUESE GRAMMAR

By

E. C. HILLS, J. D. M. FORD

and

J. DE S. COUTINHO

Revised by L. G. MOFFATT

13780

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PREFACE

THE present revised edition makes no attempt to effect any fundamental changes in the standard edition of the *Portuguese Grammar* of Hills, Ford, and Coutinho. It will be noted, however, that there has been some stressing of Brazilian usage, especially when, as in the Phonetic Introduction, it varies from European Portuguese usage. Such variation is of limited extent and hardly clashes with the norm as observed in the motherland. Purposely, the vocabulary has been made one of present-day intercourse; and the conversational form has been adopted in the word lists and exercises of the different lessons. In addition to this, we have completed each lesson, after the first five, with short passages in Portuguese in order to introduce the student to the reading of the language as quickly as possible and to acquaint him with certain features of Brazilian geography, history, and life.

Without the sympathetic and invaluable help of Professor J. D. M. Ford, one of the authors of the original edition, this present edition would scarcely have been possible. Whatever good there is in it must be attributed in large part directly to him, who gave so generously of his time and labor. I am also deeply indebted to Dr. A. R. Nykl of Harvard University for the many useful suggestions he furnished as the result of the use of the former edition in the classroom, and to Dr. J. R. Reid, of Harvard University also, for reading the proof and offering helpful criticism.

Warmest thanks are due also to the publishers and their modern language staff for their patience, counsel, and constructive criticism, in particular to Dr. José Padín, whose guiding hand in all phases of this revision is hereby gratefully acknowledged.

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Nosso Brasil, prepared under his direction and published by the Companhia Editora Nacional of São Paulo; and to the American Book Company for their kind permission to adapt four passages from their series of three books, *Primeiro*, *Segundo* and *Terceiro Livro de Leitura*, by Senhora Maria de Andrade.

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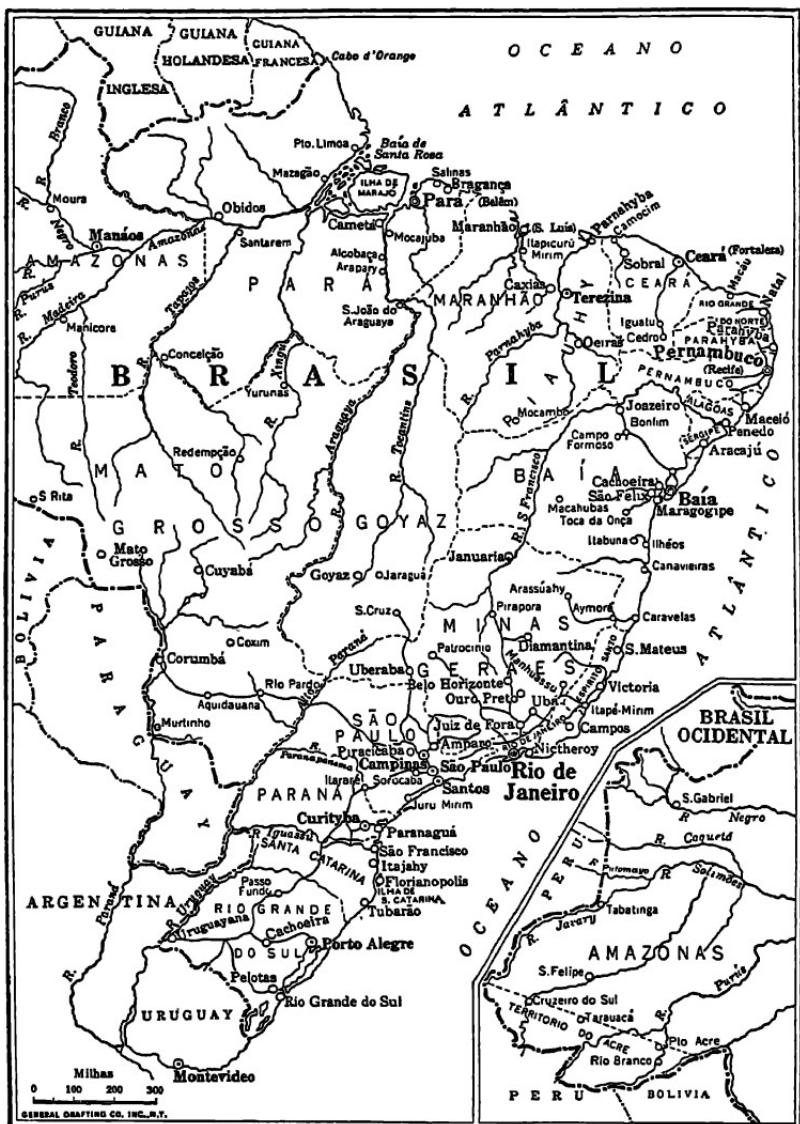
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PORTUGUESE GRAMMAR



MAPA DO BRASIL

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INTRODUCTION

1. The language of the educated native of the region including Coimbra and Lisbon is generally regarded as standard Portuguese. There are, of course, dialect differences of pronunciation in the motherland, Portugal, but they are not so marked as to make it impossible for an inhabitant of any one part of the country to understand an inhabitant of any other part. The speech of the cultured Brazilian, while having its own peculiarities, does not differ in essentials from that of the educated Portuguese.

The phonetic system of Portuguese is considered the most complex of all the Romance languages. To attempt to set forth all the variations in pronunciation and the fine technical phonetic distinctions would be confusing as well as disheartening to the student who is commencing his study of the language. Hence, in the discussion which follows we have attempted to reduce the phonetic system of Portuguese to its simplest elements, without prejudice, however, to approximate accuracy. Furthermore, we base it generally on cultured Brazilian usage, as it is with our southern neighbor that our students will presumably have most contact. A more complete exposé will be found in the Appendix. After the elementary phonetics have been thoroughly assimilated, this may be used for more detailed study and for reference.

The Alphabet

2. The following list gives the signs composing the Portuguese alphabet, with the Portuguese names for them:

a (á)	g (gê)	l (élê)	q (quê)	v (vê)
b (bê)	h (agá)	m (éme)	r (érre)	w (vê dobrado)
c (cê)	i (i)	n (éne)	s (ésse)	x (xis)
d (dê)	j (jota)	o (ô)	t (itê)	y (ípsilon)
e (é)	k (ká)	p (pé)	u (u)	z (zê)
f (éfe)				

All the letters are masculine in gender, thus: o a, o b, o c, etc.

The digraphs **ch** (*cê agá*), **lh** (*éle agá*), and **nh** (*éne agá*) should properly be regarded as individual signs in the alphabet, since they denote simple sounds. A simple sound is also indicated by **ç** (**c** with a cedilla, = *ss*). Until recently **ph**, **th** and “hard” **ch** (different from the **ch** just mentioned, = English *sh*) occurred in certain words of Greek origin with the values of **f**, **t**, and **k**: *philosophia*, *theatro*, *monarca*, *máchina*. In the reformed spelling **ph** is supplanted by **f**, **th** by **t**, and “hard” **ch** by **c** or (before **e** or **i**) by **qu**: hence *filosofia*, *teatro*, *monarca*, *máquina*. In the words in which **y** occurs (they are chiefly of Greek origin) it has the values of Portuguese **i**, and in the reformed spelling it is eliminated entirely in favor of **i**.

Pronunciation and Phonetic Symbols

SOME PHONETIC SYMBOLS

a like <i>a</i> in <i>part</i>	u like <i>ou</i> in <i>boulevard</i>
ə " a " above	ü " w " west
e " e " bet	ʃ " sh " shall
e " e " they	ʒ " z " azure
ĩ " i " fish	ʌ " lli " million
i " ee " see	ŋ " ng " sing
ɔ " o " sort	n " ni " onion
o " o " note	

VOWELS

3. a. This letter when accented generally has the following values:

a) An open sound, similar to the *a* of the English word *part*. Phonetic symbol [a].

lado [ladu], *side*; casa [kazə], *house*

b) A close or “slurred” sound, approximate to the *u* of the English word *cut*, or the *a* in *above*. This is the usual value of unaccented *a*, or accented or unaccented *a* before intervocalic *m*, *n*, *nh*. A few words which have no stress in the sentence also possess this “neutral” sound. Phonetic symbol [ə].

saber [saber], *to know*; porta [portə], *door*; cama [kama], *bed*; aranha [aranha], *spider*; cada [keda], *each*

4. e. When stressed this letter has two general values:

a) An open sound, as in English *bet*. The open value is also possessed by unaccented e before final l or l plus consonant. Phonetic symbol [ɛ].

pé [pɛ], *foot*; pedra [pedrɛ], *stone*; amável [əmavɛl], *lovable*

b) A close sound, like the first part of *ey* in English *they* (but without the final i or y glide). Phonetic symbol [e].

sêde [sedɪ], *thirst*; fazer [fezɛr], *to do*

c) When unaccented, e has two or three slightly different "slurred" or "neutral" pronunciations. For practical purposes, we may say that its pronunciation is then between the sound of u in English *suppose* and that of the i of *fish*. This is generally the sound of unaccented e at the end of a word, within a word, and initial; or when accented before a palatal consonant. It may be almost silent at the end of words. See the Note at the head of the Vocabulary. Phonetic symbol [ɨ].

arte [artɪ], *art*; pedir [pɪdir], *to ask*; efeito [ifeɪtu], *effect*; extremo [tʃtremu], *extreme*

5. i. When accented, this letter has one usual value:

a) A close sound, approximately that of the ee in English *see*, except before final l or l plus consonant, when it is pronounced very much like the English i in the same conditions. Phonetic symbol [i].

ouvi [ovi], *I heard*; mil [mil], *thousand*

b) When unaccented preceding a stressed i, or in the weak part of a diphthong, the i is pronounced somewhat like the e in § 4, c above, and the same phonetic symbol is used, [ɨ]. In all other cases the unaccented i is pronounced like the accented. At the end of a word, it may be almost silent.

vizinho [vɪzɪnu], *neighbor*; pai [paɪ], *father*; dizer [dizer], *to say*

6. o. When accented, this may have two values:

a) An open sound, approximately that of the o in English *sort* or of aw in English *saw*. Phonetic symbol [ɔ].

bola [bɔlɛ], *ball*; dô [dɔ], *compassion*

- b) A very close sound, like that of the *o* in English *note*, but without the *u* or *w* glide of the latter sound. Phonetic symbol [ó].

bôca [boká], *mouth*; flor [flor], *flower*

- c) When unaccented, it is like the *ou* of English *boulevard*; it is short and only slightly uttered at the end of a word (see the Note at the head of the Vocabulary). The definite article, *o*, *os*, which has no sentence stress, regularly has this value. Phonetic symbol [u].

orelha [ureλ̃a], *ear*; caso [kazu], *case*

7. u. This has approximately the sound of *oo* in English *boot*, but without the *u* or *w* glide of the latter; when unaccented, it is pronounced shorter than in the accented position. Phonetic symbol [u].

lua [luə], *moon*; chuva [ʃuve], *rain*

As the unaccented part of a diphthong, it has the value of English *w*. Phonetic symbol [ü].

água [agüa], *water*; qual [küal], *which*

DIPHTHONGS

8. A diphthong is the pronunciation in one syllable of two vowel sounds. One of the vowels bears the stress, and the other becomes semiconsonantal or weak. The weak element is always the *y* or *w* sound of *i* or *u*, which we denote phonetically by the symbols [í, ü]. Only a few cases of *e* for *i* or *o* for *u* now remain, as according to the reformed spelling they were replaced by *i*, *u*. (Thus *tais* for the older *taes*, *azuis* for *azues*; *pau* for *pao*, *chapéu* for *chapeo*.) But the *e*, *o* remain in the nasal diphthongs *æ*, *œ*, *ø*.

9. The diphthongs may be considered in four groups:

- a) With *i* as the second and weak element:

ai. This is pronounced very much like the *ie* of English *pie*. Unaccented, the *a* has the close sound of [ɐ] (see § 3, b). Phonetically, we write the accented form [a᷑], the unaccented [ɐ᷑].

pai [pa᷑], *father*; pairar [pɐ᷑iar], *to sustain*

ei. This may have two values for the e: open [ēi] (in which case it bears an acute accent), or close [ēi]. The close sound [ēi] is very similar to the *ay* of English *pay*.

papéis [papēis], *papers*; leite [lēit̄i], *milk*; primeiro [primēru], *first*

oi. This may have two values for the o: open o (when it bears an acute accent), as in *oy* of English *boy* but with the o more like the *aw* of English *saw*; close o, as *oi* in English *Lois*. The phonetic symbols for the two are: [ɔ̄i, ōi].

faróis [farōis], *lanterns*; boi [bōi], *ox*; oiro [ōiru], *gold*; oito [ōitu], *eight*

It should be noted that there is an alternative spelling and pronunciation for *oi*: this is *ou*, now not a diphthong but a simple vowel, pronounced as close o. In many words it is immaterial whether we write *oi* or *ou* and pronounce *oi* or o. In this text we shall always prefer the *oi* spelling and pronunciation when it is permissible, reserving the spelling *ou*, with the close o in pronunciation, for those cases where it is mandatory, as in the pret-erite indicative, third singular, of verb endings, etc. Thus we give coisa [kōiz̄a], oiro [ōiru], instead of *cousa* [kōz̄a], *ouro* [oru], but *amou* [əmō], *he loved*, is never *amoi*.

ui. Similar to *oui* in English *Louis*. Phonetically [uī].

fui [fūi], *I was*; azuis [əzūis], *blue*

b) With u as the second and weak element:

au. As *ow* in English *how*. Phonetically [āū].

causa [kāūza], *cause*; cautela [kāut̄ela], *caution*

eu. The e may be either open [ēū] (indicated by an acute accent), or close [ēū].

céu [sēū], *sky*; chapéu [ʃapēū], *hat*; meu [mēū], *my*; temeu [t̄imēū], *he feared*

iú, io. Phonetically [īū].

viu [vīū], *he saw*; frio [frīū], *cold*

c) With i or e (both phonetically ī) as the first and weak element:

ia. Stressed this is [īa]; unstressed [īs].

diabo [dīabu], *devil*; glória [glōrīs], *glory*

ea. As above.

real [rīäl], *true, real*; rédea [redīs], *rein*

ie. Phonetically [īe]. When unstressed, the e is pronounced more softly.

dieta [dīēta], *diet*; série [sērīe], *series*

io, eo. The o may be either open or close [īo, īo]. When the diphthong is unstressed, it is pronounced [īu].

miolos [mīōlus], *brains*; miolo [mīōlu], *crumb*; vários [várīus], *several*; férreo [fērēu], *of iron*

d) With u, o (both phonetically ū) as the first and weak element:

ua, oa. Stressed [ūa] as the wa in English *watt*; unstressed the a is [ū].

quatro [kūatru], *four*; quarenta [kūerēnta], *forty*; soar [sūar], *to sound*; soará [sūera], *it will sound*

ue, oe. The e may be either open or close [ūe, ūe].

sueco [sūeku], *Swedish*; poema [pūemā], *poem*

ui, oi. Phonetically [ūi].

ruido [rrūidu], *noise*; moinho [mūiju], *mill*

TRIPHTHONGS

10. Three adjacent vowels may combine into a single syllable to form a triphthong. The middle vowel is always a, e, or o and has the stress.

leais [līais], *loyal, pl.*; fiéis [fīēis], *faithful, pl.*; fieis [fīēis] (*form of fiar*), *to spin*; miau [mīau], *miaow*; poeira [pūeīrs], *dust*

CONSONANTS

11. In accordance with the principles of the reformed spelling, there are now written as double consonants in Portuguese only rr, ss,

mm, and **nn**: **rr** to denote the reinforced pronunciation of **r** between vowels; **ss** to denote voiceless intervocalic **s**; and **mm** and **nn** only when the first **m** or **n** belongs to a prefix. Formerly the doubling of consonants was not uncommon. In other cases, likewise, a silent consonant has been dropped from the spelling.

12. b. This sound is similar to the English *b*, pronounced less forcibly. Between vowels or in the intervocalic combinations **bl**, **br**, it is pronounced still softer. We denote both sounds by the symbol [b].

bôca [bokə], *mouth*; ambos [əmbus], *both*

13. c. This is a voiceless velar stop, pronounced as **k** before **a, o, u** or before a consonant (but not in **ch**). Phonetic symbol [k].
cama [kamə], *bed*; côr [kor], *color*; curto [kurtu], *short*; crer [krer], *believe*

It is silent sometimes before **t**: acto [atu], *act*.

14. c, ç. The **c** before **e, i**, and the **ç**, which stands only before **a, o, u**, have the voiceless, hissing sound of English *s* as in *saw*. Phonetic symbol [s].

cedo [sedu], *soon*; aço [asu], *steel*

15. ch. This has the voiceless sound of *sh* in English *shall*. Phonetic symbol [ʃ].

chamar [ʃəmar], *to call*; fechar [fiʃar], *to close*

16. d. This has approximately the sound of English *d*, except that it is not pronounced so forcibly and the tongue is further down toward the teeth. Between vowels, and in the combination **dr**, the **d** is pronounced with the tongue against the teeth and is almost the *th* of English *breathe*. For both sounds, we use the phonetic symbol [d].

dar [dar], *to give*; lado [ladu], *side*

17. f. This is pronounced as in English. The older spelling, **ph**, is now usually supplanted by **f**. Phonetic symbol [f].

fava [fave], *bean*; frio [friū], *cold*; filosofia [filuzufiə], *philosophy* (*formerly philosophia*)

18. g. This letter has two values:

- a) Before a, o, u or a consonant, g is a voiced velar stop, the "hard" g of English *garden*.

In *gue*, *gui*, unless the u bears a grave accent, it is not pronounced but merely denotes the "hard" value of g.

Phonetic symbol [g].

gado [gadu], *cattle*; *grande* [grāndi], *great*; *guerra* [gerre], *war*; *lingüístico* [língüstiku], *linguistic*

- b) Before e, i the g is a voiced palatal sibilant, similar to the z in English *azure*. Phonetic symbol [ʒ].

gêlo [ʒelu], *ice*; *girar* [ʒirar], *to turn*

19. h. This is now regularly silent and initial only. It also appears in the digraphs ch, lh, nh, where it denotes palatalization.

hora [ɔrə], *hour*

20. j. This always has the voiced palatal sibilant sound of the g before e, i; pronounced like the z in English *azure*. Phonetic symbol [ʒ].

janeiro [ʒaneɪru], *January*; *jornal* [ʒurnal], *newspaper*

21. k. This is found only in foreign words; pronounced as in English. Phonetic symbol [k].

22. l. This is pronounced very much as in English. At the end of a word or before a consonant, it has approximately the same value as the English l in the same positions (cf. *fault*, *fall*). Phonetic symbol [l].

bola [bola], *ball*; *mal* [mal], *evil*; *pulga* [pulgə], *flea*

23. lh. This denotes palatal l, which would resemble somewhat the ll of the English word *million*, if the ll and the i were pronounced in one movement of the tongue. Phonetic symbol [ʎ].

fôlha [fɔʎɐ], *leaf*; *filho* [fiʎu], *son*

24. m. When initial or after a consonant or between vowels, m is pronounced as in English. Phonetic symbol [m].

mar [mar], *sea*; *cama* [kama], *bed*; *esmalte* [izmalti], *enamel*

In other positions, **m** denotes nasalization, which feature is discussed in § 36.

25. **n.** This letter has two values:

- a) When initial or after a consonant or between vowels, **n** has approximately the same value as in English. Phonetic symbol [n]. *nada* [náða], *nothing*; *plano* [plánu], *plan*; *desnudo* [dísnuðu], *naked*. For its value in nasalization, see § 36.
- b) Before the sound **k** ("hard" c) and "hard" **g**, **n** has the sound of *n* in English *sink* or *sing*. Phonetic symbol [ŋ].
banco [bẽŋku], *bench*; frango [frẽŋgu], *chicken*

26. **nh.** This denotes palatal **n**, which is somewhat similar to the *ni* in English *onion*, if the *n* and the *i* were pronounced in one movement of the tongue. Phonetic symbol [ɲ].

banho [bẽɲu], *bath*; vinho [viɲu], *wine*

27. **p.** This is like the English *p*, but less explosive. In some words it is silent before another consonant, and denotes the value of the preceding vowel. Phonetic symbol [p].

pé [pe], *foot*; mapa [mapa], *map*; exceptuar [k̥etüar], *to except* (the written *p* denotes the open *e* preceding it)

28. **q.** This is always followed by **u**, and denotes the **k** sound. Phonetic symbol [k].

In *que*, *qui*, the **u** is silent unless accented to show the **ü** pronunciation [kü].

Followed by **a** or **o**, the **qu** generally has the value [kü].

quebrar [kibrár], *to break*; quinze [kízɪ], *fifteen*; freqüente [fríkúēnti], *frequent*; quadro [küadru], *picture*; aquoso [ækúozu], *aqueous*.

29. **r.** This sound is always carefully pronounced. We make two principal varieties of it:

- a) An **r** gently trilled with the tip of the tongue. This is found between vowels, at the end of a word, after a consonant (except l, n, s) and before a consonant. Phonetic symbol [r].
mar [mar], *sea*; caro [karu], *dear*; quadro [küadru], *picture*; parte [parti], *part*

- b) A well-rolled, strongly-trilled **r**. This is found at the beginning of a word, in derivatives in which it is preceded by a prefix, within a word after l, n, s, or when written rr. Phonetic symbol [rr].

rosa [rroze], *rose*; honra [órra], *honor*; bilro [bilrru], *bobbin*; Israelita [izrreilita], *Israelite*; carro [karru], *cart*; abrogar [əbrrugar], *to abrogate*

30. **s.** For practical purposes, we give only two varieties of the pronunciation of **s**. These are the normal ones for most of Brazil, with the exception of the region around Rio de Janeiro.

- a) Voiceless, as the *s* in English *saw*, when it is initial, when it is double *s*, when it precedes the voiceless consonants c, f, p, q, t, when it follows a consonant, or when final. Phonetic symbol [s]. sentir [séntir], *to feel*; classe [klasi], *class*; pulso [pulsu], *pulse*; nascer [náser], *to be born*; mais [maís], *more*

- b) Voiced, as the *z* in English *maze*, when single *s* between vowels (either within a word or between words), or before one of the voiced consonants b, d, g, l, m, n, r. Phonetic symbol [z].

pesar [pízar], *to weigh*; as armas [ezarmas], *the arms*; rasgo [rrazgu], *trait*

31. **t.** This is a voiceless dental stop like the English *t*, but with less breath, and made with the tongue near the roots of the upper teeth. Phonetic symbol [t].

rato [rratu], *rat*; tesouro (*formerly thesouro*) [tízořu], *treasure*

32. **v.** This is similar to the English *v*. Phonetic symbol [v].

ver [ver], *to see*; livro [livru], *book*

- w. Found only in a few foreign proper names; it is pronounced as in English.

33. **x.** This has the sound of *sh* in English *shall* when it is initial, when final, when preceded or followed by a consonant, or when between vowels in many cases. Phonetic symbol [ʃ].

xarope [ʃerópi], *syrup*; Félix [felíx], *Felix*; expresso [iʃpresu], *express*; enxofre [eʃofri], *sulphur*; baixo [baíšu], *low*

But it is to be noted that **x** between vowels may have other values:

- (1) The sound of *z*: exacto [izatu], *exact*

- (2) The sound of **s**: *máximo* [masímu], *very great*
 (3) The sound of **ks**: *sexo* [seksu], *sex*

34. **y.** This letter is no longer used in the reformed spelling, having been replaced by **i**, as in *mistério* [misteriu], *mystery*, for older *mysterio*. It may still appear in foreign names, as in *Byron*.

35. **z.** This has the same value as English *z* in *maze*. Phonetic symbol [z].

zélo [zelu], *zeal*; *dizer* [dizer], *to say*

NASALIZATION

36. The nasalization of vowels and diphthongs is a conspicuous feature of Portuguese. Nasalization is denoted in the following ways: (a) by a sign called the “til” over the **a** or **o** in the final syllable of a word; (b) by **m** or **n** followed by a consonant; (c) by final **m** (rarely **n**). In pure nasalization, the **m** or **n** denote simply the nasal quality of the vowel and are not themselves pronounced; but note the cases below where they also have their own value. When **a** is nasalized, it always has the “neutral” pronunciation [ɐ] of that letter.

lã [lɐ̃], *wool*; *senso* [sẽsu], *sense*; *fim* [fĩ], *end*; *bom* [bõ̃], *good*; *algum* [algũ], *some*

a) The only simple vowel that can have the til is **a**; with **o** it is used only in the nasal diphthong **õe**, as in *nações* [nɐsõ̃is].

Note that, if the nasalized **a** is followed in the next word by **b** or **p**, not only is the preceding vowel nasalized, but an **m** is also developed:

lã branca [lɐ̃m bɾɐ̃kɐ], *white wool*; *lã prêta* [lɐ̃m pɾɛtɐ], *black wool*

If it is followed by a “hard” **g**, or the **k** sound, the velar **n** [n̩] is developed:

lã grossa [lɐ̃n̩ grɔsɐ], *bulky wool*; *lã cardada* [lɐ̃n̩ kərdadɐ], *carded wool*

If it is followed by **d** or **t**, an **n** is developed:

lã de prêto [lɐ̃n̩ d̩ĩ pretu], *woolly-haired*; *lã tinta* [lɐ̃n̩ tint̩], *dyed wool*

- b) Nasalization is also produced by **m** or **n** followed by a consonant. What was said above in (a) relative to the influence of a following consonant holds true in the same manner here, as shown by the illustrations:

ganso [gãsu], *goose*; longe [lõʒi], *far*

Followed by **b**, **p**:

membro [mẽbru], *member*; limpo [limpu], *clean*

Followed by "hard" **g** or **c**:

longo [lõŋgu], *long*; branco [brẽŋku], *white*

Followed by **d**, **t**:

fundo [fûndu], *deep*; tinta [tînta], *ink*

- c) A vowel followed by final **m** is also nasalized. In the case of **a**, **e**, a diphthong is produced, as described in § 37. If the next word in the sentence begins with a consonant, the same effects are produced as noted above:

fim [fi], *end*; bom [bõ], *good*; algum [algũ], *some*

Followed by **b**, **p**:

um braço [ũm brasu], *an arm*; um pouco [ũm poku], *a little*

Followed by "hard" **g** or **c**:

bom gôsto [bõŋ gostu], *good taste*; um criado [ũŋ kr̄adu], *a servant*

Followed by **d**, **t**:

algum dinheiro [algũn diñeřru], *some money*; som triste [sõn trist̄i], *sad sound*

NASAL DIPHTHONGS

37. We distinguish five nasal diphthongs in Portuguese. Although the til is written over only the first of the vowels, both are nasalized. Followed by a consonant, the same effects will be produced as described above.

ãe. This is the "neutral" sound of a nasalized in combination with **i**. Phonetic symbol [ãɪ].

mãe [mãɪ], *mother*; cães [kãɪs], *dogs*

em, ens. Close **e** nasalized in combination with **i**. Note that

this is the sound of final *em*, or final *en* followed by *s*, and that the *i* is not written. Phonetic symbol [ẽ̄].

bem [bẽ̄], *good*; homens [õmẽ̄s], *men*

õe. The close *o* nasalized in combination with *i*. Phonetic symbol [ȭī].

lições [lisȭis], *lessons*; limões [limȭis], *lemons*

ui. This nasal sound occurs only in the words *muito* and *mui*. No til is written. Phonetic symbol [ũ̄ī].

muito [mũ̄itu], *much*; mui [mũ̄i], *very*

ãõ, am. The “neutral” sound of a nasalized in combination with *ü* nasalized. Note that this is the pronunciation of *am* final. Phonetic symbol [ã̄ǖ].

mão [mã̄ǖ], *hand*; falaram [falarã̄ǖ], *they spoke* or *they had spoken*

METAPHONY OR VOWEL HARMONY

38. We are concerned here with the process known as metaphony, or vowel harmony, or “umlaut.” It is a characteristic feature of the inflection of the Portuguese noun or adjective, it is found in verbs, and is often not revealed in the written aspect of the word. The observations that are made here must be only general because of the many exceptions. The vowels that come into consideration are the accented *e* and *o*. The cases that are most numerous are the feminine and plural forms of nouns and adjectives, and words related to some basic word.

a) For *o*, the operation is generally thus: Where a noun or adjective has a close *o* in the accented position in the masculine singular ending in *o*, this accented *o* will be open in the masculine plural and the feminine singular and plural. The same is true for a basic word with accented close *o* and a related word ending in *a* or *e*.

porco [porku], *pig*, BUT porcos [porkus], porca [pórka], porcas [pórkas]
 torto [tortu], *twisted*, BUT tortos [tortus], torta [tórta], tortas [tórtas]
 pôço [posu], *well*, BUT poça [pôsa], *pond*

A noteworthy exception to this is *todo*, which retains the close o throughout:

todo [todu], *all*, todos [todus], *tôda* [toda], *tôdas* [todas]

- b) The cases with e are not so common, being confined almost exclusively to derivatives. The adjectives retain the sound of the accented e of the masculine singular throughout (thus *sêco* [seku], *dry*, has the close e in all the other cases, and *fero* [feru], *fierce*, has the open e throughout).

capelo [kəpelu], *hood*, BUT capela [kəpele], *chaplet of flowers*
canélo [kənelu], *long bone*, BUT canela [kənelə], *shin*

ACCENTUATION

39. Portuguese words may stress the last syllable, the second last (penult), or the third last (antepenult). Only in an adverb in -mente or in a combination of a verb with following conjunctive (enclitic) object pronouns can the stress fall on a syllable preceding the third from the end of the word.

The rules governing Portuguese accentuation are here stated in accordance with the principles laid down in the *Plan for the Regularization and Simplification of Portuguese Writing* published by A. R. Gonçalves Viana in his *Vocabulário ortográfico e remissivo*. The larger number of Portuguese words show the place of the stress in them by their very form, and no written accent is required.

- a) Words of two or more syllables ending in -a or -as, -e or -es, -o or -os normally stress the second last syllable and take no written accent:

casa [kazə], *house*, pl. casas [kazəs]; parede [pəredɪ], *wall*, pl. paredes [pəredɪs]; camarada [kəmərədə], *comrade*, pl. camaradas [kəmərədəs]; concebe [kõsəbɪ], *he conceives*, concebes [kõsəbɪs], *thou conceivest*; trabalha [trəbaʃə], *he works*, trabalhas [trəbaʃəs], *thou workest*; modo [módu], *manner*, pl. modos [módus]; trave [travɪ], *beam*, pl. traves [travɪs]

- b) Most verb forms that end in **-am** or **-em** stress the second last syllable and need no written accent:

falam [falēt̄u], *they speak*; falaram [felaɾēt̄u], *they had spoken*; falem [falear̄t̄u], *let them speak*; contem [kõntēt̄u], *let them count*

N.B. It is to be remarked that **s** and **m** are often only signs of plurality, and their appearance does not disturb the accentuation of the singular forms to which they are added.

- c) A number of nouns and adjectives of two syllables or more that end in **-em** or **-ens** stress the second last syllable and need no written accent:

viagem [viaʒēm], *journey*, pl. viagens [viaʒēns]; selvagem [selvaʒēm], *savage*, pl. selvagens [selvaʒēns]

- d) The last syllable is normally regarded as stressed and requires no written accent in most words of more than one syllable that end in **-i** or **-is**, in **-u** or **-us**, in a nasal vowel (followed or not by **s**), in a diphthong (followed or not by **s**), or in a consonant (except the **s** of **-as**, **-es**, **-os**, **-ens**, and the **m** of **-am**, **-em**):

javali [ʒavəli], *wild boar*, pl. javalis [ʒavəliſ]; peru [p̄iɾu], *turkey*, pl. perus [p̄iɾuſ]; atum [ət̄u], *tunny fish*; maçã [maʃ̄ã], *apple*, pl. maçãs [maʃ̄ãſ]; amar [əmar], *to love*; sarau [s̄erau], *evening ball*, pl. saraus [s̄erauſ]; varão [varə̄t̄u], *man*, pl. varões; azul [aʒul], *blue*; arrais [ər̄aiſ], *captain*; andaluz [əndeluz], *Andalusian*

- e) As a matter of course no written accent is needed by atonic monosyllables and dissyllables, i.e., by certain words of one or two syllables which, from the point of view of sentence phonetics, are devoid of all stress in the expression of a train of thought; e.g., conjunctive object pronouns, such as **me**, **te**, etc., and their combinations, **mo**, **to**, etc., prepositions, such as **a**, **de**, **para**, etc., conjunctions, such as **se**, **que**, **mas**, etc.

- f) Even certain monosyllables may upon occasion take a written accent as a diacritic to differentiate them from other words, but no written accent is taken by tonic monosyllables (i.e., those that may have a stress in a sentence), if they end in **-em** or in **-ens**:

bem [bē̄m], *boon*, pl. bens [bē̄ns]; cem [sē̄m], *hundred*

- g) No written accent is needed on tonic monosyllables ending in -i, -is, or -u, -us, in a nasal vowel (followed or not by s), in a diphthong (followed or not by s), or in a consonant (except the s of -as, -es, -os; cf. pás, shovels; pés, feet; pós, powders, dust; pôs, he put; see § 40, a):

ri [rri], *he laughs*; ris [rris], *thou laughest*; cru [kru], *raw*, pl. crus [krus]; sai [saɪ], *he goes out*; sais [saɪs], *thou goest out*; mau [maʊ], *bad*; mão [məʊ], *hand*, pl. mãos [məʊs]; mal [mal], *evil*; mar [mar], *sea*; ver [ver], *to see*; cruz [cruz], *cross*

40. *Use of the Written Accent.* The written accents are the acute, the circumflex, and the grave. The acute denotes an open stressed vowel, the circumflex a close stressed vowel. The grave accent is used only as a diacritic on certain unstressed vowels. Stressed open á [a], é [ɛ], ó [ɔ] may take the acute accent; the circumflex appears only on close á [ã], ê [e], ô [õ]. When a written accent appears on stressed i or u (to show that they do not form a diphthong with an adjoining vowel) it is the acute.

- a) A written accent, acute or circumflex, is required on monosyllables and on the last syllable of all other words, if they end in stressed -a, -as, -e, -es, -o, -os:

pá [pa], *shovel*, pl. pás [pas]; fará [fərɑ], *he will do*; farás [fərəs], *thou wilt do*; mês [mes], *month* (but pl. meses [məzɪs] without the accent); maré [mərə], *tide*, pl. marés [mərəs]; mercê [merse], *mercy*, pl. mercês [merses]; português [purtuges], *Portuguese* (but pl. portugueses [purtu-gezɪs] without the accent); pô [pɔ], *dust*, pl. pós [pɔs]; avó [əvɔ], *grandmother*, pl. avós [əvɔs]; avô [əvɔ], *grandfather*, pl. avôs [əvɔs]

- b) A written accent, acute or circumflex, is required on the stressed second last syllable of all words ending in -i or -is, in -u or -us, in a nasal vowel (followed or not by s), in a diphthong (followed or not by s), or in a consonant (except the s of -as, -es, -os, -ens):

quási [k्यuazí], *almost*; Vénus [venus], *Venus*; órfã [ɔrf̩ã], *female orphan*, pl. órfás [ɔrf̩s]; órfão [ɔrf̩õ], *male orphan*, pl. órfãos [ɔrf̩õs]; fáciil [fasíl], *easy*, pl. fáceis [faseis]; cônsul [kôsul], *consul*; cadáver [kədavír], *corpse*; Félix [felíx], *Felix*

- c) A circumflex accent is required on the last syllable of words of two or more syllables, if they end in stressed -em or -ens:

vintêm [vɪntē̄], *a coin, pl.* vintêns; armazêm [ərmazē̄], *warehouse, pl.* armazêns; contêm [kōntē̄], *they contain*

- d) All words stressed on the third last syllable have a written accent:

prática [pratikə], *practice*; ânimo [enimu], *courage*; lúgubre [lugubr̄i], *mournful*; cônsules [kōsulis], *consuls*; cadáveres [kədavir̄is], *corpses*; gémeo [zém̄iu], *twin*; génio [zen̄iu], *genius*; consequênciâ [kōsiküē̄sī], *consequence*

1. Although -eo, -io, and -ia in words like gémeo, génio, and consequênciâ really form a diphthong, the words are regarded as stressed on the antepenult.
2. On the other hand, substantives stressing the i of final -ia and the endings -ia, -ias, -iam of the imperfect indicative and of the conditional of verbs do not take the written accent (because the i is in the second last syllable, and words ending in -a, -as, -am normally stress the second last syllable and need no written accent):

filosofia [filuzufīa], *philosophy*; punia [puniā], *I was punishing*; louvariam [louvarīā], *they would praise*

3. For a similar reason, verbs in -uar take no written accent when the u is stressed before final -o, -a, -as, -am, -e, -es, -em:

continuar [kōntinūar], *to continue*; continuo [kōntinuū], *I continue*; continuas [kōntinūas], *thou continuest*; continua [kōntinūā], *he continues*; continuam [kōntinūā], *they continue*; continue [kōntinuī], *that I continue, etc.*

4. But the stressed i of final -ia, etc., will take the written accent if a vowel precedes with which the i does not form a diphthong as in the imperfect indicative of sair, *to go out*:

saiá [seiā], safás [seis̄as], saíam [seīā], etc.

- e) As has been said already, no individual word can be stressed in Portuguese on a syllable preceding the antepenult.

However, in a composite of a verb with following object pronouns the written accent may appear on a syllable more than three from the end of the whole composite: dâvamo-vo-lo, *we were giving it to you*. In such cases the verb is treated as though it stood without the appended pronouns.

41. In the following rules we deal chiefly with the use of the accent where it is not really needed to indicate the place of stress but serves as a diacritic to distinguish words spelled alike, or simply to indicate the quality of the vowel, or as a diaeresis:

- a) The stressed diphthongs *ei*, *eu*, *oi* take the acute accent when their *e* [ɛ] or *o* [ɔ] is open; they have no written accent when the *e* [e] or *o* [o] is close:

reis [rreɪ̯s], *pl.* of *real*, *a coin*; *but reis* [rrɛ̯s], *pl.* of *rei*, *king*; *bateis* [bəteɪ̯s], *pl.* of *batel*, *boat*; *but bateis* [bətɛ̯s], *you beat*, *from bater*, *to beat*; *véu* [ve̯u], *veil*, *pl.* *véus* [ve̯u̯s]; *chapéu* [ʃapə̯u], *hat*, *pl.* *chapéus* [ʃapə̯u̯s]; *sóis* [sɔ̯i̯s], *suns*; *but sois* [so̯i̯s], *you are*; *jóia* [ʒɔ̯i̯ɐ], *jewel*

- b) As a diacritic the written accent differentiates certain sentence stressed words from others spelled like them but without stress in the sentence:

quê [ke], *what* (*strong form of interrog.*)

porquê [purke], *why* (*strong form of interrog.*)

pôr [por], *to put*

pára [parə], *3d sing. pres. indic. of parar*, *to stop*

pêla [pe̯la], *ball*

pêlo [pelu], *I peel* (*from pelar, to peel*)

pêlo [pelu], *hair*

que [k̯i], *that*, *etc.* (*weak form of rel. or interrog.*)

porque [purki], *because*, *for*, *why* (*weak form*)

por [pur], *for*, *by*, *etc.*

para [pərə], *to*, *for*, *etc.*

pela [pe̯la] (*prep. + art.*), *by the*, *etc.*

pelo [pelu] (*prep. + art.*), *by the*, *etc.*

- c) Stressed close *e* [e] and *o* [o] of the penult syllable take the circumflex accent if there are other words spelled like them that have open *e* [ɛ] and *o* [ɔ]. The latter take no written accent:

rêgo [rregu], *furrow*

rôgo [rrugu], *request*

dêmos [demus], *1st pl. pres. subj. of dar*, *to give*

côrte [korti], *court*

rego [rregu], *1st sing. pres. indic. of regar*, *to water*

rogo [rrugu], *1st sing. pres. indic. of rogar*, *to ask*

demos [demus], *1st pl. pret. of dar*, *to give*

corte [korti], *cut*, *edge*

- d) Stressed i and u take an acute accent to show that they do not form a diphthong with a preceding vowel before final s and within a word except before nd, nh, mb:

país [peis], *country*, BUT sair [seir], *to go out*; saída [seida], *exit*; saúde [seudi], *health*, BUT ainda [inda], *yet*; rainha [reiña], *queen*; Coimbra [küimbra], *Coimbra*

42. *Use of the Grave Accent.* This appears only on unstressed vowels and serves (1) as a diaeresis or (2) as a means of marking the open quality of a vowel which, though unstressed, retains the open value which is usual only under the accent.

- a) The grave accent is written on the u of gu, qu, if the u has a pronounceable force before a following e or i: consequência [kōsíküénsia], *consequence*; argùir [ergüir], *to argue*; arguí [ergüi], *I argued*, 1st sing., preterit indicative. If the u passes to the stressed position, it takes the acute accent: argúe [ergui], *he argues*, 3d sing., present indicative.

- b) The grave accent is written on an unaccented open a [a], e [e], or o [ɔ], to distinguish the word in which it occurs from a similarly spelled word in which the a, e, or o has a close or weakened value [ɐ, ɐ̃, ʊ]: à ([a], a combination of a + a), *to the, at the*; cf. a [ɐ], *to, at, or the*; àquele ([akeli], a combination of a + aquele), *to that*; aquele [ekeli], *that*; prègar [pregar], *to preach*; cf. pregar [priigar], *to nail*; mólhada [moʎade], *a heap* (of faggots, sheaves, etc.); cf. molhada [muʎade], feminine past participle of molhar, *to wet*.

The older custom was to write á, áquele, but the acute accent is now reserved for places of stress, and the a has none in these words.

43. In the inflection of words, the application of the rules will cause some forms to have the written accent and others to dispense with it: e.g., português, *Portuguese*, in the singular takes the written accent, according to rule, § 40, a; in the plural, portugueses, it has no accent, according to rule, § 39, a. Sêco, *dry*, according to rule, § 41, c, takes the circumflex on its stressed close e to distinguish the word from the verb form, seco, *I dry*, with

open e. Its feminine singular **sêca** and its feminine plural **sêcas** will keep the accent to distinguish them from **seca**, 3d sing., and **secas**, 2d sing. (both with open e), of the present indicative of **secar**, *to dry*. But the masculine plural is **secos**, without a written accent on its close e [e], as there is no word with which it might be confused.

44. Adverbs in -mente, being constructed of a feminine adjective and the noun **mente**, have a double stress and keep whatever written accent the adjective has when it stands alone: **sómente**, *only, but*; **cortêsmente**, *courteously*; **rapidamente**, *rapidly*; cf. the adjectives **só**, **cortês**, **rápida**.
45. Until the rules of accentuation stated have found entire acceptance in the books, students of Portuguese will encounter difficulties in the early stages of their study of the language. A knowledge of Spanish will help to indicate the place of the Portuguese accent, for there are very many correspondences of vocabulary between the two languages, and in the great majority of cases the same syllable is stressed in the corresponding words.

QUANTITY

46. Accented vowels are of medium length; vowels preceding or following the accent are shorter.

LIAISON

47. Liaison, or the linking together of spoken words by passing a sound from a preceding word to the following one, is a marked feature of Portuguese as it is of French. A number of the changes in pronunciation occasioned by liaison have been treated in our discussion of the nasal consonants. In syntactical combinations a final voiceless s will be voiced to a z sound (as in English *rose*) before the initial vowel or voiced consonant of the next word; as **armas** [əzarməs], *the arms*; **dois amantes** [doiz əməntis], *two lovers*. Vowels also will be linked together and will even merge. In a syntactical combination the last vowel of the preceding word may coalesce with the same vowel beginning the second word.

Punctuation and Capitalization

48. Practically the same marks of punctuation are used in Portuguese as in English, and for the same purposes. A hyphen is required between a verb and a following object pronoun: *louvá-lo*, *to praise him*; *dá-nos*, *he gives us*.
49. Capitals are in general used as in English. Proper adjectives, however, are not capitalized, even though they become nouns: *a rainha italiana*, *the Italian queen*; *os portugueses*, *the Portuguese*. The names of the months and the days of the week are usually not capitalized, but capitals may be used in dating letters and documents.

EXERCISES IN PRONUNCIATION

50. lado [ladu]; cama [kemə]; gosta [gostə]; fazer [fezər]; roupa [rropə]; gênero [jeniru]; bôca [bokə]; chuva [juvə]; banco [bə̄nku]; filho [fiłu]; ninho [niňu]; cinco [siňku]; saber [saber]; vizinho [vízinhu]; fechar [fičar]; pai [paĩ]; oiro [ořru]; chapéu [čepěu]; reis [rreis]; azuis [azuís]; papéis [pepeis]; frio [friú]; causa [kaúza]; coisa [koúza]; miolo [míolu]; série [serię]; miudo [míudu]; quatro [kúatrø]; moinho [múinu]; poema [püema]; soar [súar]; leais [láiš]; miau [miau]; fiéis [fieis]; poeira [püeirə]; tonto [tõntu]; bem tratado [běñ tretadu]; ambos [ēmbus]; branca [brěnka]; honra [ōrra]; bem erido [běñ kridu]; senso [sësu]; vendo [vëndu]; bem escrito [běñ īskritu]; mae [mõi]; mão [mõu]; põe [põi]; homem [õmẽ]; falaram [felarēu]; muito [mūltu]; bom [bõ]; estão [istēu]; ôvo [ovu]; ova [ɔvə]; ourela [orela]; ourelo [orelu]; sogro [sogru]; sogra [sogra]; séco [sekü]; sécas [sekas]; viagem [víazə]; vintém [vintē]; freqüência [fríkviēnsı]; prática [pratikı]; dávamo-vo-lo [davemu-vu-lu]; rápidamente [rrapidämēntı]; saia [saie]; saía [saie]; rainha [rrejne]; a [a]; à [a]; aquele [ækelı]; àquele [ækellı]; louvarias [løverias]; maçã [mesã]; javali [žaveli]; azul [azul]; continuo [kõntinuu]; argùi [ergüi]; argué [ergüi]; as armas [ezarmas]; os lápis [uz lapis]; molhada [mułade]; vinho [vijnu]; xarope [žeropı]; coxo [koſu]; transacção [trësasęu]; expresso [žpresu]; exame [izemı]; auxílio [aǔzilıu]; caixa [kaſe]; janeiro [žaneiru]; pêlo [pelu]; pelo [pelu]; pélo [pelu]; país [peis].

51.

A MORTE DA RAINHA D. FILIPA
 e morte de rei(a) filipa

Enferma, o seu cuidado era saber se estariam já acabadas as espadas
 efermas u seu cuidado era saber se estavam za efebadez ~~ez~~ Ispades
 que mandara fazer para os filhos, e como lhas trouxessem, mirava-as
 ki mendares fezer para us filus i kemu fes trosesei mirav-as
 com amor. Eram tres lâminas preciosas, com os punhos guarnecidos
 kô emor erem trez laminationes pristozes kô us pupuz gvernaisiduz
 de oiro, pedras e aljofares. Tinha-as estendidas sobre o leito, a seu
 dô oíru pedrez i aljoferis tip-az istêndides sobri u leitu e seu
 lado. E de pé, os filhos, suspensos, esperavam. D. Duarte chorava
 ladu i dô pe us filus suspensus Ispiravem d(õ)n duarti surava
 como uma criança; D. Pedro comprimia os soluços que lhe subiam
 kom-umte kriess d(õ)m pedru komprimie us sulusus ki Ái subiêu
 do peito; D. Henrique mordia os beiços com fúria, contorcendo nervosa-
 du peitu d(õ) erriki murdira uz beitus kô furte kontursendu nírvaze-
 mente as mãos. Em côro as aias gemiam. A um gesto da mãe os in-
 mènti ~~ez~~ mèus ëij koru rzaiez zilmiêu e ù zestu de mèi uz i-
 fantes ajoelharam; e então, ela, erguendo-se com um ar de morta, deu
 fentiz ~~ez~~ lárarém i entêu eli Irgêndu-si kô ù ar dô morte deu
 a D. Duarte uma espada, recomendando-lhe que fosse um justo
 e d(õ)n duarti umre Ispade rikomendendu-Ái ki fosi ù gustu
 rei; a D. Pedro outra, exortando-o à honra e cavalaria, em defesa das
 rrei e d(õ)m pedru otre Izurtendu-u a òrra i kevelerie ëin difeze dez
 donas e donzelas; a D. Henrique outra, lembrando-lhe o amor da
 donez i dôzelas e d(õ) erriki otre lembrêndu-Ái u emor de
 fidalguia. E deitou a todos a sua bênção.
 fidalgias i deito e todus e sua bensu.

(Alexandre Herculano, *História de Portugal*,
 aljêndri Irukulanu istorie dí portugal

Tomo primeiro, Introducção, pág. 28.)
 Tomu primeiru intrudusen paç(iné).

*LESSON I*52. *Gender of Nouns*

All Portuguese nouns are either masculine or feminine. There are no neuter nouns.

livro *m.* book pena *f.* pen

a) Nouns ending in *-o* are usually masculine.

livro *m.* book exercício *m.* exercise

b) Nouns ending in *-a* are usually feminine.

pena *f.* pen tinta *f.* ink

c) If nouns do not end in *-o* or *-a*, it is better to learn the gender of each noun separately.

papel *m.* paper lápis *m.* pencil

53. *Indefinite Article*

MASCULINE	FEMININE
um [u], <i>a, an</i>	uma [u'ma], <i>a, an</i>
um livro, <i>a book</i>	uma pena, <i>a pen</i>

54. *Definite Article — Singular*

MASCULINE	FEMININE
o [u], <i>the</i>	a [a], <i>the</i>
o papel, <i>the paper</i>	a tinta, <i>the ink</i>

55. *Contraction of Articles and Prepositions*

The definite and indefinite articles combine with the preposition *de*, *of*, and *em*, *in*, *on*, to form the following contractions:

de + o = do [du], *of the* (*masc.*); dos [dus], *of the* (*pl.*)
 de + a = da [d'a], *of the* (*fem.*)¹; das [d'as], *of the* (*pl.*)

¹ Some writers prefer to use the contractions *dum* (*for de um*) and *duma* (*for de uma*).

em + o = no [nu], *in (on) the (masc.)*; nos [nus], *in (on) the (pl.)*
 em + a = na [nə], *in (on) the (fem.)*; nas [nas], *in (on) the (pl.)*
 em + um = num [nū], *in (on) a (masc.)*
 em + uma = numa [numə], *in (on) a (fem.)*

56. Expressions for "you"

There are a number of ways of addressing a person in Portuguese. In Brazil, the second person pronouns are rarely used, their place being taken by **o senhor** (*the gentleman*), **a senhora** (*the lady*), with their plurals **os senhores**, **as senhoras**. In case one is addressing a young, unmarried lady, one says **a senhorita** or **a senhorinha**. Note that all these take the third person of the verb. (For a fuller discussion of this subject, see § 73.)

o senhor tem um lápis, *you* (speaking to a man) *have a pencil.*
a senhora tem uma pena, *you* (speaking to a woman) *have a pen.*

57. Present Indicative Singular of ter, escrever

eu tenho [eū tenu]	<i>I have</i>
o senhor tem [u sīñor tē̄]	<i>you have</i>
a senhora tem [a sīñora tē̄]	<i>you have</i>
eu escrevo [eū īskrevu]	<i>I write</i>
o senhor escreve [u sīñor īskrevu]	<i>you write</i>
a senhora escreve [a sīñora īskrevu]	<i>you write</i>

58. Interrogative Sentences

The interrogation mark is used at the end of the sentence, as in English.

Tenho eu?	<i>Have I?</i>
Tem o senhor?	<i>Have you?</i>
Tem a senhora?	

Eu escrevo. *I write.*

Escrevo eu? *Do I write?*

O senhor escreve. *You write.*

Escreve o senhor? *Do you write?*

Note that the English auxiliary *do* is not expressed in Portuguese when making a question or when stressing a statement in an emphatic manner.

EXERCISES

a [ə] *to, at, with*com [kõ] *with*de [d̥i] *of, from*e [i] *and*em [ẽi] *in, on*o exercício [u ̥iz̥r̥s̥is̥u] *the exercise*eu escrevo a lápis (a tinta) *I write with a pencil (with ink); eu escrevo com pena I write with a pen*

A. *Study:* 1. Eu tenho um livro. 2. Escreve a senhorita com pena? 3. O senhor escreve a lápis. 4. Tem a senhora uma pena? 5. Eu escrevo no papel. 6. do papel; da pena; num livro; na tinta.

B. *Answer the following questions, following the model of No. 1:* 1. Tem o senhor um lápis? (Eu tenho um lápis.) 2. Escreve o senhor (a senhorita) um exercício? 3. Escrevo eu a tinta? 4. Tem o senhor papel? 5. Tem a senhorita papel e um livro? 6. Escreve o senhor no papel com pena? 7. Escreve o senhor o exercício do livro?

C. *Write in Portuguese:* 1. I have a book. 2. Do you (m.) have a pencil? 3. I write on paper with [a] pencil. 4. I write the exercise from the book. 5. Do you have a pen? 6. Do you write the exercise in ink? 7. You (f.) have a book and a pen. 8. I have [a] pen and [a] pencil. 9. Do I write in a book with ink? 10. You (f.) have the book and the ink.

D. *Drill in Pronunciation:* (These exercises may be done orally, or read by the teacher for dictation in Portuguese or in phonetic script.) falta [falte]; a aluna [alune]; aranha [ereñe]; campo [kẽmpu]; causa [kaũs̥a]; cavaíra [kaveir̥a]; māe [mẽi]; branco [brẽ̥nku]; ambos [ẽmbus]; rã [rrã]; traiçāo [treis̥õ]; fiar [fiar]; povoar [puv̥uãr]; iguais [igüḁis]; falam [falḁ̃m]; melro [melru]; pena [pen̥a]; igreja [igrež̥a]; êste [est̥i]; esta [est̥a]; que [ki]; espôso [ispozu]; leite [leit̥i]; ensinar [ẽsinar]; viagem [viag̥em]; entrada [ẽntrada].

LESSON II

59. Plural of Nouns Ending in a Vowel

- a) Nouns ending in a vowel add -s to form the plural.

<i>livro, book</i>	<i>pena, pen</i>
<i>livros, books</i>	<i>penas, pens</i>

- b) But nouns ending in -ão form the plural in one of the three following ways:

1. By changing -ão to -ões (Lat. acc. pl. -anos):

<i>cristão, Christian</i>	<i>cristãos, Christians</i>
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2. By changing -ão to -ões (Lat. acc. pl. -ones):

<i>lição, lesson</i>	<i>lições, lessons</i>
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3. By changing -ão to -ães (Lat. acc. pl. -anes):

<i>pão, bread</i>	<i>pães, loaves of bread</i>
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60. Plural of Articles

- a) The plural of the definite article o is os and of a is as.

<i>o livro, the book</i>	<i>a pena, the pen</i>
<i>os livros, the books</i>	<i>as penas, the pens</i>

If the s of the plural article is followed by a vowel or a voiced consonant it is pronounced z.

os livros [uz livrus], as armas [azarmes]; but as penas [as penes]

- b) The plural of the indefinite article um is uns, and of uma, umas.

<i>um exercício, an exercise</i>	<i>uma lição, a lesson</i>
<i>uns exercícios, some exercises</i>	<i>umas lições, some lessons</i>

61. Contraction of Definite Article with Prepositions

The definite article *o*, *a*, *os*, *as* contracts with the prepositions *a*, *to*, and *por*, *by*, *through*, as follows:

a + o, a, os, as = ao [ə̃u], *à [a]*, *aos [ə̃us]*, *às [as]*,¹ *to the*
por + o, a, os, as = pelo [pəlu], *pela [pəla]*, *pelos [pəlus]*, *pelas [pəlas]*,
by the, through the

62. Repetition of Article

In Portuguese the definite article is usually repeated before each noun to which it refers.

a pena e a tinta, the pen and (the) ink

63. Verb Drill

eu tenho, I have

eu estudo, I study

*o senhor (a senhora, a senhorita)
tem, you have*

o senhor estuda, you study

o aluno (a aluna) tem, the student has

o aluno estuda, the student studies

eu ensino, I teach

eu escrevo, I write

o senhor ensina, you teach

o senhor escreve, you write

*o professor (a professora) ensina,
the teacher teaches*

o aluno escreve, the student writes

The same form of the verb is used when *o senhor* (or *a senhora*), meaning *you*, is the subject, that is used when the subject is any other singular noun. This is true of all verbs.

EXERCISES

*a aluna [alunə] the student, pupil
(f.)*

*o professor [u prufisɔr] the teacher
(m.)*

*o aluno [u əlunu] the student, pupil
(m.)*

*a professora [ə prufisɔrə] the teacher
(f.)*

o giz [u ʒiz] the chalk

quem? [kẽi] who?

*a lição [ə lisəu] the lesson
ou [o] or*

*senhor [s̥iñor] Mr., sir, gentleman
senhora [s̥iñore] Mrs., Madam,*

*a pedra [ə pedrə] or o quadro preto
[u k̥uadru pretu] the black-
board*

*lady
senhorita [s̥iñurite] Miss, young
lady*

¹ While *a* and *as* are pronounced as [ə] and [əs], *à* and *às* are [a] and [as]. Cf. § 42, b. Note also *a aluna* [alunə].

A. Study: 1. O aluno estuda os exercícios. 2. A aluna escreve na pedra com giz. 3. O professor ensina a lição. 4. A senhorita tem livros. 5. Eu estudo as lições. 6. A professora escreve no papel com pena e tinta. 7. O senhor estuda os exercícios do livro. 8. O professor ensina as lições dos livros. 9. Eu tenho papel e lápis. 10. A senhorita escreve no papel a lápis.

B. Reply to the following questions, using as many words as you can:
 1. Quem estuda os exercícios? 2. Quem escreve na pedra com giz?
 3. Tem o senhor (a senhora, a senhorita) papel? 4. Quem ensina a lição?
 5. Estuda o senhor as lições? 6. Escreve o aluno com giz ou com pena?
 7. Tem o senhor os livros? 8. Estuda a aluna os exercícios dos livros?
 9. Escreve a professora a lápis? 10. Quem escreve na pedra?

C. Write in Portuguese: 1. The teacher (f.) writes on the board. 2. Does the student write the exercises? 3. The young lady writes the exercises on the paper. 4. Who teaches the lessons? 5. Does the teacher or the student study? 6. Do you have the books? 7. Who has the pencil and the pen? 8. I study the exercises from the books. 9. You write the exercises on the blackboard. 10. The professor teaches the lessons and the student studies.

D. Drill in Pronunciation: vizinho [viziŋju]; bilro [bilru]; móbil [mobil]; moço [mosu]; ovelha [uveʃə]; quinto [kintu]; guerra [gerre]; quantidade [kuentadu]; oiro [oíru]; reis [rreis]; as orelhas [azureʃəs]; os homens [uzomēis]; as mãos [as mēus]; as camas [as kamas]; façanha [fesənha]; bem escrito [bēi ̄skritu]; bemquisto [bēiŋkistu]; bem tratado [bēiñ tr̄atadu]; muito [mūitu]; fechar [fiʃar]; guia [giə]; baixo [baʃu]; êxito [ezitu]; consciênciia [kōsiɛ̄nsiə]; consequênciia [kōsiküɛ̄nsiə]; saudar [saðar]; pêra [pere]; péla [pele].

LESSON III

64. Plural of Nouns Ending in a Consonant

- a) Nouns ending in -r, -s, -z add -es to form the plural.

<i>flor, flower</i>	<i>mês, month</i>	<i>cruz, cross</i>
<i>flores, flowers</i>	<i>meses, months</i>	<i>cruzes, crosses</i>

1. Note *mês* but *meses*. Nouns ending in accented -es require an accent over the e, but when the plural ending -es is added no accent is required.

2. The singular and plural of *lápis* are alike:

<i>o lápis</i>	<i>os lápis</i>
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- b) Nouns ending in -al, -el, -ol, -ul form the plural by changing these endings to -ais, -eis, -ois, and -uis, respectively.¹

<i>casal, farmhouse</i>	<i>papel, paper</i>
<i>cassais, farmhouses</i>	<i>papéis,² papers</i>
<i>anzol, fishhook</i>	<i>paúl, swamps</i>
<i>anzóis,² fishhooks</i>	<i>paúis, swamps</i>

- c) 1. Nouns ending in stressed -il form the plural by changing -il to -is.

<i>barril, barrel</i>	<i>barris, barrels</i>
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2. Nouns ending in unstressed -il form the plural by changing -il to -eis.

<i>fóssil, fossil</i>	<i>fósseis, fossils</i>
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- d) Nouns ending in -m change the -m to -ns.

<i>homem, man</i>	<i>homens, men</i>
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¹ The older spellings -aes, -ees, -oes, and -ues are still common, but are not favored by the reformed spelling. ² Anzóis and papéis have the accent because the o and the e are open (cf. § 41, a).

65. Position of Adjectives

- a) In Portuguese, descriptive adjectives usually follow their noun.

<i>uma lição fácil</i>	<i>an easy lesson</i>
<i>um exercício difícil</i>	<i>a hard exercise</i>

- b) Limiting adjectives (articles, possessives, demonstratives, numerals, etc.) usually precede their noun.

<i>um livro, muitos livros</i>	<i>a book, many books</i>
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66. Inflection of Adjectives

- a) An adjective that ends in *-o* in the masculine singular has four forms, thus:

SINGULAR	PLURAL
<i>Masc.</i> vermelho	<i>vermelhos</i>
<i>Fem.</i> vermelha	<i>vermelhas</i>
<i>o livro vermelho</i>	<i>the red book</i>
<i>a casa vermelha</i>	<i>the red house</i>
<i>os livros vermelhos</i>	<i>the red books</i>
<i>as casas vermelhas</i>	<i>the red houses</i>

- b) Other adjectives have, as a rule, only two forms of the ending, one for the singular and one for the plural.

SINGULAR	PLURAL
<i>Masc. and Fem.</i> <i>{ inteligente</i>	<i>inteligentes intelligent</i>
<i>fácil</i>	<i>fáceis easy</i>
<i>o aluno inteligente</i>	<i>the intelligent student, m.</i>
<i>a aluna inteligente</i>	<i>the intelligent student, f.</i>
<i>os alunos inteligentes</i>	<i>the intelligent students, m.</i>
<i>as alunas inteligentes</i>	<i>the intelligent students, f.</i>
<i>o exercício fácil</i>	<i>the easy exercise</i>
<i>a lição fácil</i>	<i>the easy lesson</i>
<i>os exercícios fáceis</i>	<i>the easy exercises</i>
<i>as lições fáceis</i>	<i>the easy lessons</i>

67. Plural of Adjectives

The plural of adjectives is formed like that of nouns.

68. Agreement of Adjectives

An adjective, no matter where it stands in the sentence, agrees with its noun or pronoun in gender and number.

EXERCISES

aplicado, -a [aplíkadu, -ə] <i>in-</i>	muito, -a [mūltu, -ə] <i>much, a</i>
<i>dustrious, diligent</i>	<i>great deal</i>
branco, -a [brānku, -ə] <i>white</i>	muitos, -as [mūltus, -es] <i>many</i>
a casa [ə kaze] <i>the house</i>	prêto, -a [pretu, -ə] <i>black</i>
diffícil [dífisil] <i>difficult, hard</i>	sim [sí] <i>yes</i>
fácil [fásil] <i>easy</i>	também [tēmbē] <i>also</i>
muito [mūltu] (<i>adv.</i>) <i>very</i>	todo, tôda [todu, todə] <i>all</i>
	vermelho, -a [virmelhu, -ə] <i>red</i>

é [ə] *is; sãõ* [sə̄t̄u] *are; é aplicado* [ə aplíkadu] (*he*) *is a hard worker*

A. *Study:* 1. A aluna tem papel branco e tinta vermelha. 2. Os alunos são aplicados. 3. As alunas são aplicadas também. 4. O livro é vermelho. 5. A pedra é prêta. 6. O senhor estuda tôdas as lições. 7. Muitas casas são brancas. 8. São aplicados todos os alunos? 9. Sim, senhor, todos os alunos são muito aplicados 10. As lições são fáceis; os exercícios são difíceis. 11. A senhorita tem um livro prêto e um vermelho. 12. Eu estudo muitas lições difíceis e escrevo todos os exercícios das lições.

B. *Reply affirmatively to the following questions, using as many words as you can:* 1. Quem tem papel branco? 2. São aplicados os alunos? 3. Estuda o senhor (a senhorita) tôdas as lições? 4. Quem escreve os exercícios na pedra? 5. Quem ensina as lições? 6. É aplicada a aluna? 7. É prêto ou vermelho o livro? 8. Tem o senhor muitas lições difíceis? 9. São fáceis ou difíceis os exercícios? 10. São brancas ou prêtas as casas? 11. Estuda o senhor num livro prêto ou vermelho? 12. Tem o senhor muitos lápis?

C. *Write in Portuguese:* 1. Do you (f.) study all the exercises in the lesson? 2. Many of the exercises are very difficult. 3. The professor writes the difficult exercises on the blackboard. 4. All the students (m.) are very diligent. 5. The girl students are industrious also. 6. I have many white and red houses. 7. Do you write the exercises with [a] pencil? 8. Is the book white or red? 9. The books are red and the paper is white. 10. I have many pencils.

D. *Drill in Pronunciation:* dô [dɔ]; lingüístico [lɪŋgüstiku]; temeu [t̪imeu]; glória [glóriə]; férreo [ferríu]; ruido [rruídu]; lôto [lotu]; lota [lɔtu]; gêlo [zelu]; janeiro [ʒaneíru]; pulga [pulga]; carro [karru]; zêlo [zelu]; varão [verəu]; louváveis [lovaveis]; armazém [ermazém]; selvagem [selvažém]; fêz-se uma pausa [fes-si umə paúza]; fechou os olhos e ficou imóvel [fʃo uzəluz i fiko imovel]; abriu-se de novo a porta [abriu-si d̪ novu a portə]; dentro em pouco [d̪entru ēm poku]; o toiro pisava a arena [u toíru pizavə arena]; o cavalo baqueou trespassado [u k̪avalu bek̪io tr̪ispasadu]; nenhum dos cavaleiros se atreveu a sair [n̪yñun dus k̪avaleirus si etr̪iveu a sair].

LESSON IV

69. Agreement of Adjectives (continued)

- a) An adjective that modifies two or more masculine nouns or pronouns is in the masculine plural.

O papel e o sobreescrito são brancos. *The paper and the envelope are white.*

- b) An adjective that modifies two or more feminine nouns or pronouns is in the feminine plural.

A casa e a escola são brancas. *The house and the school are white.*

- c) An adjective that modifies both a masculine and a feminine noun or pronoun is usually in the masculine plural.

A tinta e o lápis são pretos. *The ink and the pencil are black.*

70. Gender of Plural Proper Nouns

Similarly a noun or pronoun in the masculine plural may refer to both genders.

os professores
os alunos
os tíos

*the teachers (men and women)
the students (boys and girls)
the uncle and aunt*

71. Negative Sentences

In negative sentences, as a general rule, *não, not*, is placed before the verb.

O senhor não estuda.	<i>You do not study.</i>
O senhor não estuda?	<i>Do you not study?</i>
Não estuda o senhor?	

EXERCISES

a carta [ə kɑrtə] letter	que [kɪ] <i>what?</i> (weak form, used in a sentence)
a classe [ə klɑsɪ] class	
a direcção [ə dires̥t̥u] address	quê [ke] <i>what?</i> (strong form, when standing alone)
a escola [ə ʃkɔlə] school	
inglês [ɪnglɛs] English	o sobreescrito [u sobrɪskritu] <i>en-</i>
não [nəʊ] no, not	<i>velope</i>
português [pʊrtguese] Portuguese	

· há [a] *there is, there are;* não há [nəʊ a] *there is (are) not*

A. *Study:* 1. Há muitos alunos na escola. 2. O aluno escreve uma carta à aluna. 3. As lições não são fáceis. 4. Todos os exercícios não são difíceis. 5. Escreve o senhor muitas cartas em português? 6. Não escreve a senhorita a direcção no sobreescrito? 7. Sim, senhor; escrevo a direcção com pena e tinta. 8. Que estuda o senhor no livro? 9. A tinta e o lápis são pretos, o papel e o sobreescrito são brancos. 10. O professor ensina o português na escola. 11. A aluna escreve muitos exercícios difíceis em português. 12. Os exercícios em inglês são muito fáceis; os exercícios em português não são fáceis. 13. Não há muitos alunos portugueses na classe. 14. Há muitas professoras inglesas na escola. 15. Quê?

B. *Answer the following questions:* 1. Que escreve o aluno? 2. A quem escreve o aluno? 3. São difíceis todos os exercícios? 4. Que ensina o professor? 5. São difíceis os exercícios em inglês? 6. Escreve o senhor (a senhora, a senhorita) muitas cartas em português? 7. Há muitas professoras inglesas na escola? 8. São brancos a tinta e o lápis? 9. Quem escreve a direcção no sobreescrito? 10. São aplicados todos os alunos? 11. Em que estuda o senhor? 12. São vermelhos o papel e o sobreescrito?

C. *Write in Portuguese:* 1. I write many exercises in Portuguese. 2. Are there not many students in the class? 3. Do you have a red book?

4. There are not many English students (*f.*) in the school. 5. The exercises are not very difficult. 6. All the lessons are not easy. 7. What does the professor teach? 8. The pencils are not white; the paper and the envelope are white. 9. Do you write a letter to the student (*f.*)? 10. No, sir; I write many difficult exercises. 11. The professor does not write the exercises on the blackboard with chalk.

D. Drill in Pronunciation: Quando acabou o estudo, o mestre tirou
 kū̄ndu skebo u īstudu u mestri tīro
 da escrevaninha uma coisa de aparência mui exquisita tōda pintada
 de īskrīvenīnē umē kolse dī īparēsīs mūl īkīzītē todē pintadē
 com figuras de pássaros. Chamou os rapazes e disse-lhes que trouxera
 kō figurez dī paserūs ūmo uz rrepazīzī disl-āis kī trosers
 um presentinho para cada um. E enquanto rodeavam a mesa, tirou
 ûm prīzēntiju pāre kāde ū i īngkū̄ntu rrudlavēū e mezes tiro
 da tal caixinha umas conchas brancas e cōr de rosa, e brinquedos bonitos
 de tal kēsīnre umes kōfiez brēnkez īkor dī rroze i brēnedus būnitus
 que deu aos meninos, com expressões de amizade e bondade.
 kī deū rūz māninus kō īprīsōlīz dī emīzadī-bōndadī

LESSON V

72. Present Indicative of ter [ter], to have

SINGULAR

eu tenho [eu tēnu]	<i>I have</i>
tu tens [tu tēs]	<i>thou hast</i>
o senhor [u sīnor]	
a senhora. [e sīnɔrə]	
a senhorita [e sīnurītə]	
êle tem [elī tē]	<i>he has</i>
ela tem [elə tē]	<i>she has</i>

PLURAL

nós temos [nós temus] *we have*
 vós tendes [vós têndis] *you have*
 os senhores [os s̄enhoris]
 as senhoras [as s̄enhoras] } têm or teem [tēi or tētēi] *you have*
 as senhoritas [as s̄enhoritas]
 êles têm or teem [elis tēi or tētēi] *they (m.) have*
 elas têm or teem [elas tēi or tētēi] *they (f.) have*

73. Personal Pronouns

- a) In ordinary conversation *you* is *o senhor*, *a senhora*, or *a senhorita* (*senhorinha*) when addressing one person, and *os senhores*, *as senhoras*, *as senhoritas* (*senhorinhas*) when addressing two or more persons. These take the third person, singular or plural, of the verb.
1. The name of the person addressed is generally used with *o senhor*, etc. (abbreviated to *o Sr.*, *a Sra.*, *os Srs.*, *as Sras.*): *How are you, Mr. Mendes?* *Como está o Sr. Mendes?* *How are you, Charles?* *Como está o amigo Carlos?* If the person addressed is fifteen years of age or younger, one may say: *O Sr. Carlos tem um lápis?* or *O menino Carlos tem um lápis?* *Charles, have you a pencil?* When addressing a lady it is customary to use her given name with or without the family name, and it is more respectful to use both *senhora* and *Dona*,¹ thus: *How are you, Miss Mary?* *Como está a Sra. D. Maria?* *How are you, Mrs. (Mary) Mendes?* *Como está a Sra. D. Maria Mendes?* In the classroom the teacher would say: *Miss Mendes, have you a book?* *A senhorinha (senhorita) Maria tem um livro?* In Portugal it would be said: *A Sra. D. Maria Mendes tem um livro?* or *A menina Maria tem um livro?* *Mary, have you a pencil?* *A senhorinha Maria tem um lápis?*
 2. If several successive questions are asked of one person, *o senhor* or *a senhora* may be omitted after the first question: *Charles, have you a book?* *O Sr. Carlos tem um livro?* — *Yes, sir, I have a book.* *Sim, senhor; tenho um livro.* — *Have you paper too?* *Tem papel também?* — A student addresses his teacher thus: *Como está o Sr. professor* (*or a Sra. professora*)?

¹ In writing, usually abbreviated to *D.* *Dom* is used with men's names, but only when addressing members of the royal family or of the higher nobility, and bishops of the Roman Catholic Church. *Dom* also is usually abbreviated to *D.*

- b) In Portugal **Vossa Excelência** (V. Ex^{a.}), often abbreviated to **Vocência**, is used in formal address to express *you* when speaking to ladies and gentlemen. In Brazil V. Ex^{a.} is used in conversation only when addressing men of great distinction or ladies. In social correspondence V. Ex^{a.} is regularly used in Portugal while in Brazil it is used only in very formal correspondence, the common expression being V. S^{a.}. In commercial correspondence **Vossa Senhoria** (V. S^{a.}) is commonly used in both countries. The plurals of these expressions are formed regularly. They take the third person of the verb.

In Portugal **tu**, *thou*, is used in very familiar speech, as between husband and wife, between a parent and a child, or between very intimate friends, and to animals (such as dogs, horses, etc.). It is also used in poetry and in prayers to the Deity. In Brazil, **tu** is rarely used except in poetry or in prayer. Its place is taken by **Você**.

The old plural of **tu** is **vós**, but **vós** is rarely used today in ordinary speech, its place being taken by **Vocês** in both Portugal and Brazil. **Vós** is still used, however, in public speeches, sermons, etc., and in prayers to the Deity.¹

Você² may be used when addressing a close friend but it is less familiar than **tu**. The plural of **Você** is **Vocês**. But note that in ordinary conversation **Você** replaces **tu** in Brazil, while **Vocês** replaces **vós** in both Brazil and Portugal.

Vossemecê (abbreviated to **Vmcê**) may also be used, especially when addressing servants, porters, etc. The plural is **Vossemecês** (**Vmcês**). **Mecê** is also used.

All these forms, except **tu** and **vós**, take the third person of the verb.

74. **Ter que (de)**, *to have to, must*

Eu tenho que (de) estudar.

I have to or I must study.

Note also the idiomatic expression:

Tem o senhor uma lição para estudar? Have you a lesson to study?

¹ In the prayers of the Roman Catholic Church, **vós** is used regularly.

² The **o** of **Você** is open: [võse].

EXERCISES

alto, -a [altu, -ə] <i>high</i>	a mesa [ə mezə] <i>table, desk</i> (if it resembles a table)
o assento [u əsēntu] <i>seat</i>	para [pərə] <i>for, in order to, to</i> (if used with infin.)
a aula [ə əūlə] <i>classroom</i>	porque [purkə] (weak form) <i>why;</i> <i>because</i>
o banco [u bēŋku] <i>bench</i>	porquê [purke] (strong form) <i>why?</i>
a cadeira [ə kədeirə] <i>chair</i>	
a janela [ə ʒenelə] <i>window</i>	
largo, -a [lārgu, -ə] <i>wide, broad</i>	
ensinar [ẽsinar] <i>to teach</i> ; escrever [ískri'ver] <i>to write</i> ; estudar [istudar] <i>to study</i>	

A. *Study:* 1. O senhor tem muitas lições difíceis para estudar. 2. Há muitos assentos na aula para os alunos. 3. As janelas da aula são largas e altas. 4. O professor tem uma mesa e uma cadeira; os alunos têm assentos num banco. 5. A professora tem que ensinar e as alunas têm que estudar. 6. Nós temos papel para escrever cartas. 7. Os senhores têm lições de português e de inglês para estudar. 8. O aluno tem que estudar muito para aprender o português. 9. Tem que estudar muitos exercícios também. 10. Tenho uma carta para escrever; tenho cartas para escrever. 11. O professor tem uma lição para ensinar; a professora tem lições para ensinar. 12. A aula tem janelas, uma pedra, uma mesa e assentos. 13. Os alunos têm que escrever os exercícios com pena e tinta. 14. Ele tem que escrever todos os exercícios em português.

B. *Reply to the following questions:* 1. Que tem o senhor (a senhorita) para escrever? 2. Com que escreve a aluna? 3. Tem ela sobreescrito para a carta? 4. É fácil a lição de inglês? 5. Com que escreve a senhorinha (o senhor) na pedra? 6. São as janelas altas e largas? 7. O senhor tem que escrever os exercícios a tinta ou a lápis? 8. Que têm os alunos para estudar? 9. Porque têm os alunos que estudar muito? 10. Que tem o professor na aula? 11. Que têm os alunos? 12. A senhorinha tem muitas lições para estudar?

C. *Write in Portuguese:* (Do not use *tu* or *vós* to translate *you*.)
 1. Do you (*m. sing.*) have many lessons to study? 2. He has a book; she has letters. 3. The professors have many difficult lessons to teach. 4. The classroom has windows, a table, and many seats. 5. The professor has a table and a chair. 6. We have to study much in order to learn the lessons. 7. Have you envelopes for the letters? 8. The windows are high and the benches are broad. 9. The professor (*f.*) has many books on the desk. 10. She has a red book and black pencils.

11. They (*m.*) must write the exercises on the blackboard with chalk.
 12. They (*f.*) have tables and we have benches. 13. Do you (*m. pl.*) have many exercises to write in the classroom? 14. Do you (*f. pl.*) write the exercises on the blackboard or on paper? 15. Do you (*f. sing.*) have many books? 16. You (*m. sing.*) have many easy lessons to teach.

D. Drill in Pronunciation: Os mais ligeiros e os mais belos cavalos
 uz małz liȝeřuz I uz małz belus kəvaluz
 do mundo sāo da Arábia. O árabe ama o seu cavalo quanto ama a
 du mündu sāu d-arab̄s u areb̄i sm̄s u seū kəvalu kū̄ntu em̄s e
 seus filhos. O facto é que o cavalo do árabe vive no meio das crianças.
 seūs fiſus u faktu e k̄l u kəvalu du areb̄i viv̄ nu meū des kr̄ſses
 Elas saltam por cima dêle, penduram-se-lhe nas orelhas e na crina e
 elas saltēu pur sim̄s del̄ pēndurēu-si-ñi naz ureñaz I ne krin̄z i
 fazem dêsse manso animal um companheiro de brinquedos. Na Arábia
 fazēi desī māsu animal ūn̄ kōmpañeiru d̄ briñkedus N-arab̄s
 o cavalo é mais um amigo do que um servo do homem. Deixem-lhe
 u kəvalu e małz ū smigu du k̄l ū servu du om̄s deſſel-ñi
 o seu cavalo e o árabe é feliz mesmo no meio da pobreza.
 u seū kəvalu I u areb̄i e fiſiz mezmu nu meū de pobreza

REVIEW LESSON I

A. Give the plural of the following words: livro, papel, português, lápis,
 homem, lição, fácil, anzol, cruz, inglês, senhor, difícil.

B. Give the feminine of the following: prêto, inglês, muito, fácil, o,
 aplicado, todo.

C. Give the Portuguese equivalents for the following: of a book; on the
 table; to the students (*f.*); in a classroom; of the professors (*m.*); in

the white houses; to the professors (*m.*); in a red book; of a student (*f.*); with ink; in the books; with a pencil; of the ladies; with a pen; in the wide chairs.

D. *Verb Drill:* (Avoid the use of *tu* and *vós*.) he teaches; I have; do you have? does she not study? we do not have; you (*f. sing.*) write; they (*m.*) have; do they (*f.*) not have? the student studies; you (*f. pl.*) have; do you (*m. pl.*) have? the student (*f.*) writes; I do not write; do I have? she is; the professors are.

E. *Write in Portuguese:* 1. I have many exercises to write. 2. Are the windows high and wide? 3. What do you (*m. sing.*) study in the school? 4. Do you (*f. sing.*) have many difficult lessons to study? 5. Yes, sir, and we have many exercises to write. 6. Are the students all diligent? 7. No, sir, all the students are not diligent. 8. He is a very hard worker. 9. Are there many students in the class? 10. Yes, sir, there are many students in the class. 11. With what do you (*m. sing.*) write on the blackboard? 12. Do you (*f. sing.*) write the exercises with ink or with pencil? 13. They (*f.*) write the exercises in a book. 14. Who studies the lessons?

LESSON VI

75. Possessive Case

Possession is denoted by the preposition *de*, *of*, or by the contracted form of the preposition with the article, *do*, *da*, *dos*, *das*.

o livro de João	<i>John's book</i>
o livro do aluno	<i>the student's book</i>

Portuguese nouns have one form for the singular and one for the plural; they have no ending that corresponds to the English 's.

76. Present Indicative of **ser** [ser], to be

SINGULAR	PLURAL
eu sou [eū so] <i>I am</i>	nós somos [nōs somus] <i>we are</i>
tu és [tu es] <i>thou art</i>	vós sois [vōs soīs] <i>you are</i>
o senhor [u sñor] {	os senhores [us sñorīs] {
a senhora [a sñhora]	as senhoras [as sñiores] {
a senhorita [a sñhoritā]	as senhoritas [as sñurites] {
é [e] <i>you</i>	são [sēū] <i>you are</i>
are	
élé é [elē e] <i>he is</i>	êles são [elēs sēū] <i>they (m.) are</i>
ela é [elā e] <i>she is</i>	elas são [elās sēū] <i>they (f.) are</i>

NOTE: Hereafter the personal pronoun subjects will not be included in phonetic transcriptions of the verb forms.

EXERCISES

agora [egɔrə] <i>now</i>	mas [mes] <i>but</i>
a aritmética [aritmētikə] <i>arithmetic</i>	a ortografia [a urtugrafia] <i>orthog-</i>
a geografia [a ʒligráfia] <i>geography</i>	<i>raphy, spelling</i>
a gramática [a gramatikə] <i>gram-</i>	pouco, -a [poku, -a] <i>little; (adv.)</i>
<i>mar</i>	<i>little</i>
João [ʒuɛū] <i>John</i>	poucos, -as [pokus, -as] <i>few</i>
a leitura [a leitūra] <i>reading</i>	preguiçoso ¹ [pr̄igisozu] <i>lazy</i>
Maria [maríə] <i>Mary</i>	
aula de português, <i>Portuguese class; exercício de português, Portuguese exercise; lição de gramática, grammar lesson or lesson in grammar; livro de leitura, reader</i>	

NOTE: Hereafter the articles will be omitted in the phonetic transcriptions of the vocabularies.

A. *Verb Drill:* (The young women in the class should be careful to make the proper agreements, thus: *eu sou preguiçosa; eu não sou a professora, etc.*) 1. They (m.) are lazy. 2. Am I a hard worker? 3. Is she not the professor? 4. We have to study now. 5. Are you (m. sing.) not diligent? 6. You (f. pl.) are lazy.

(This exercise should be repeated several times, changing the subject each time.)

¹ But note the feminine and the plural forms: *preguiçosa* [pr̄igisozə], *preguiçosos* [pr̄igisozuz], *preguiçosas* [pr̄igisozəz]. This is the rule for all adjectives ending in *-oso*. See § 38, a.

B. *Study:* 1. Eu tenho o livro do professor. 2. A senhorinha tem os livros dos alunos. 3. Quem tem o livro de Maria? 4. Temos as penas das professoras. 5. São aplicados João e Maria? 6. Maria é muito aplicada, mas João é um pouco preguiçoso. 7. Há poucos alunos na classe de aritmética. 8. A pena tem pouca tinta. 9. Tem o senhor um livro de leitura para estudar? 10. Sim, senhor, e tenho também muitos exercícios difíceis de português para escrever. 11. As senhoritas têm que estudar muito a lição de ortografia. 12. As janelas da aula são altas e largas. 13. Tôdas as lições não são fáceis. 14. Que estuda agora a senhorita Maria?

C. *Answer the following questions:* 1. Que tem o senhor? 2. Quem tem os livros da professora? 3. Quem é aplicado, João ou Maria? 4. Quem é um pouco preguiçoso? 5. São as alunas preguiçosas? 6. Que tem o senhor que estudar? 7. Têm as senhoras muitos exercícios para escrever? 8. Há muitas alunas na aula de português? 9. É difícil a lição de aritmética? 10. É difícil também a lição de gramática? 11. São largas e altas as janelas da aula? 12. Há muita tinta na pena? 13. Tem o senhor o livro de leitura de João?

D. *Write in Portuguese:* 1. Do you have to study the geography lesson? 2. Yes, sir, and I have to study the grammar lesson also. 3. We have Mary's book. 4. I study the English exercises in the student's book. 5. You (*f. sing.*) have the professor's pencils. 6. Mary's books are not on the table. 7. They (*m.*) have few books, but you (*m. pl.*) have many. 8. You (*f. pl.*) have many books, but we have few. 9. Is the spelling lesson difficult or easy? 10. John and Mary must study a great deal in order to write the Portuguese exercises. 11. They (*m.*) are students in the school. 12. What are you (*m. sing.*) studying now? 13. Who has the professor's reader? 14. Do you (*f. sing.*) also have the students' pens?

Leitura

Numa escola muitos dos alunos são preguiçosos. Um dia¹ o professor diz²:

— Os senhores não devem ser³ preguiçosos. O aluno que ver⁴ o outro⁵ deixar de olhar para⁶ o seu⁷ livro, venha me avisar.⁸

¹ day. ² says. ³ não devem ser, should not be. ⁴ que ver, who shall see. ⁵ another. ⁶ deixar de olhar para, quit looking at. ⁷ his. ⁸ venha me avisar, come and tell me.

Eu vi¹ João tirar os olhos² do livro, e fui dizê-lo³ ao professor.
 — Como sabe (*know*) o senhor que João não estuda? diz êle.
 — Eu o⁴ vi, senhor.
 — Oh, o senhor viu?⁵ E onde estavam os seus olhos?⁶
 Estavam no livro?

LESSON VII

77. *The Regular Conjugations*

Portuguese verbs are divided into three conjugations, according to the infinitive endings: -ar, -er, -ir.

I	II	III
falar, <i>to speak</i>	aprender, <i>to learn</i>	partir, <i>to leave</i>

Like these are inflected all regular verbs with corresponding infinitive endings.

78. *Inflectional Endings of the Present Indicative*

The inflectional endings of the present indicative are:

I. -o, -as, -a, -amos, -ais, -am
II. -o, -es, -e, -emos, -eis, -em
III. -o, -es, -e, -imos, -is, -em

79. *Present Indicative of falar, aprender, partir*

falar [fələr], to speak

SINGULAR

fal-o [falu] *I speak, do speak, am speaking*

fal-as [falus] *thou speakest, dost speak, art speaking*

fal-a [fala] { *you speak, do speak, are speaking*
he, she, or it speaks, does speak, is speaking

¹ saw. ² tirar os olhos, *take his eyes.* ³ fui dizê-lo, *I went and told it.*

⁴ him. ⁵ saw. ⁶ onde estavam os seus olhos? *where were your eyes?*

PLURAL

fal-amos [falemos] *we speak, do speak, are speaking*

fal-ais [falaís] *ye speak, do speak, are speaking*

fal-am [faleú] *you or they speak, do speak, are speaking*

aprender [əprēndər], *to learn*

I learn, do learn, am learning, etc.

partir [pərtir], *to leave*

I leave, do leave, am leaving, etc.

SINGULAR

aprend-o [əprēndú]

aprend-es [əprēndís]

aprend-e [əprēndí]

SINGULAR

part-o [partu]

part-es [partís]

part-e [partí]

PLURAL

aprend-emos [əprēndemus]

aprend-eis [əprēndeís]

aprend-em [əprēndéi]

PLURAL

part-imos [pertimus]

part-is [pertis]

part-em [partéi]

Each of the verb forms given above may be translated in either one of three ways, thus: **aprendo**, *I learn, I do learn, I am learning*. But **não aprendo** is usually to be translated in only two ways: *I do not learn, I am not learning*.

80. *Remarks on the Present Indicative*

a) Notice that the accent falls on the stem in all of the singular, and in the third person of the plural. In the first and second persons of the plural the accent is on the ending.

b) This shift of accent brings about different pronunciations of the stem vowel. Thus when the a of **falar** is unaccented or before a nasal, it is [a]; but accented and not before a nasal it is [á]. The same is true of the a of **partir**, according as it is accented or unaccented.

Aprender is a little different from most verbs in -er. The first e of this verb remains close and nasalized [é], as do all verbs with -end, -ent. But most verbs with an e stem have three different pronunciations for the e: i when unaccented, close e when accented and followed by o, and open é when accented in all other cases.

escrever [ískr̄iver], *to write*

SINGULAR

escrevo [ískr̄evu]

escreves [ískr̄evís]

escreve [ískr̄evi]

PLURAL

escrevemos [ískr̄ivemus]

escreveis [ískr̄iveis]

escrevem [ískr̄evi]

81. Omission of the Subject Personal Pronoun

In Portuguese the subject pronoun is usually omitted.

tenho, *I have*

aprendemos, *we learn*

1. Sometimes the subject pronoun is needed for emphasis or to make the meaning clear:

Ele estuda, mas ela não estuda. He studies, but she does not study.

2. It is usually more polite to express *o senhor*, *a senhora*, *a senhorita*, *Vossa Excelência*, *Vossa Senhoria*, *Você*, etc., but these expressions need not be repeated within a sentence.

EXERCISES

o apagador [íspagádor] *eraser*

apagar [ípágár] *to erase*

o caderno [kédernu] *notebook, exercise book*

correctamente [kurreteménti] *correctly*

a dificuldade [dífikuldadí] *difficulty*

então [éntëu] *then*

o êrro [erru] *mistake*

explicar [ísplikár] *to explain*

marcar [mérkar] *to point out, call attention to*

passar [íspasár] *to pass, go (to the blackboard)*

quando [kùsñdu] *when*

se, si [sí] *if*

sublinhar [sublijár] *to underline*

viver [vívir] *to live*

A. Continue the conjugation of the verbs, at first with the personal pronoun subjects and then without: 1. (Eu) sublinho os êrrros. 2. (Eu) não falo português. 3. (Eu) escrevo com pena. 4. (Eu) aprendo a lição.

B. Study: 1. Quando tenho muitos exercícios para escrever, tenho que estudar muito. 2. João passa à pedra e escreve os exercícios com giz. 3. Os exercícios que escreve têm muitos êrrros. 4. O professor marca os êrrros e também élle explica tôdas as dificuldades aos alunos. 5. Então João apaga os exercícios com um apagador. 6. Escreve o senhor os exercícios da lição para o professor? 7. Sim, senhor, e quando não escrevo correctamente, o professor sublinha os êrrros com tinta vermelha. 8. Se não há êrrros, o professor marca as dificuldades. 9. Então escreve-

mos os exercícios num caderno. 10. Maria vive numa casa branca. 11. A casa tem muitas janelas largas. 12. Maria estuda muito para aprender bem as lições. 13. Maria é aplicada, mas João é um pouco preguiçoso. 14. Ele não estuda muito quando tem lições difíceis.

C. *Answer the following questions:* 1. Quando tem o senhor que estudar muito? 2. Quem passa à pedra? 3. Com que escreve os exercícios? 4. Há muitos êrrros nos exercícios que ele escreve? 5. Com que apaga João os exercícios? 6. Com que sublinha o professor os exercícios? 7. Vive o senhor (a senhorita) numa casa branca? 8. Os senhores falam português? 9. São fáceis as lições de português? 10. Se o senhor é preguiçoso, aprende bem? 11. Quando o senhor estuda muito, escreve correctamente os exercícios? 12. Explicam os professores tôdas as dificuldades?

D. *Write in Portuguese:* 1. Do you (*m. sing.*) live in a white house? 2. Yes, sir, I live in a white house. 3. It has many tall windows. 4. Are you (*f. pl.*) studying Portuguese? 5. Yes, sir, we do study Portuguese, and it is very difficult. 6. They (*m.*) write the exercises on the board with chalk. 7. The professor is explaining the difficulties to the students (*f.*). 8. He underlines the mistakes with black ink. 9. If the students write correctly, there are no mistakes in the exercises. 10. Then they write the exercises in a notebook. 11. We go to the blackboard in order to write. 12. When you (*m. pl.*) do not write correctly, the professor points out the mistakes. 13. We erase the exercises with an eraser, and then we go to the seats. 14. Do you (*f. sing.*) not have many difficult lessons to study?

Leitura

O pequeno¹ João vai (*goes*) à escola pela primeira vez.² Em casa, a sua mãe³ pergunta⁴:

— João, gostas da⁵ escola?
— Sim, mamã, gosto muito,⁶ — diz⁷ ele; — mas a professora não sabe muito.

A mãe diz:
— Porque dizes⁸ que a professora não sabe muito?
— Porque ela tem que fazer muitas perguntas⁹ aos alunos.

¹ little. ² pela primeira vez, *for the first time*. ³ a sua mãe, *his mother*.
⁴ asks. ⁵ gostar de, *to like*. ⁶ gosto muito, *I like it a great deal*. ⁷ says.
⁸ Note the second person singular, intimate form, from dizer, *to say*.
⁹ fazer muitas perguntas, *to ask many questions*.

*LESSON VIII***82. Possessives***Singular* of the possessor and thing possessed:

meu, minha [meu, mijra]	<i>my or mine</i>
teu, tua [teu, tur]	<i>thy or thine</i>
seu, sua [seu, sur]	<i>his, her, hers, your, yours or its</i>

Singular of the possessor and *plural* of the thing possessed:

meus, minhas	<i>my or mine</i>
teus, tuas	<i>thy or thine</i>
seus, suas	<i>his, her, hers, your, yours or its</i>

Plural of the possessor and *singular* of the thing possessed:

nosso, -a [nosu, -e]	<i>our or ours</i>
vosso, -a [vɔsu, -e]	<i>your or yours</i>
seu, sua [seu, sur]	<i>their, theirs, your or yours</i>

Plural of the possessor and the thing possessed:

nosso, -as	<i>our or ours</i>
vosso, -as	<i>your or yours</i>
seu, sua	<i>their, theirs, your or yours</i>

83. Agreement

Contrary to English usage, in Portuguese these possessives agree in gender and number with the thing possessed and not with the possessor, as indicated in the arrangement under § 82. Thus *seu* may mean either *his* or *her*, depending on the gender of the noun with which it is used. They are generally repeated before each noun to which they refer.

Tenho o meu livro e a minha pena.	<i>I have my book and pen.</i>
Tenho os meus livros.	<i>I have my books.</i>
João tem a sua pena.	<i>John has his pen.</i>
Maria tem as suas penas.	<i>Mary has her pens.</i>
Temos o nosso livro.	<i>We have our book.</i>
Temos as nossas penas.	<i>We have our pens.</i>

84. Omission of Article

As seen from the examples given, the possessives usually require the definite article: *o meu livro, my book.* But the article is usually omitted in the following cases:

- a) Before the names of close relatives.

meu pai e minha mãe my father and mother

- b) In direct address.

meu amigo! my friend!

- c) In the predicate.

O livro é seu. The book is his.

85. Your and Yours

Just as the subject pronouns (*o senhor*, etc.) take the third person of the verb, so do the possessives take the third person. Thus *seu, sua*, etc., besides having the meaning of *his, her, hers, etc.*, may also mean *your, yours, their, theirs.* As this is sometimes confusing, when there is any question of the meaning *his, her, or their* may be expressed by *dêle, dela, dêles, delas;* and *your or yours* by *do senhor, da senhora, da senhorita, etc.*

Thus *o seu livro* may mean *his book, her book, their book, your book* but *o livro dêle* can mean only *his book;* and *o livro dela, her book; o livro do senhor, your book; o livro da senhorinha, your (f.) book.*

86. Interrogative "whose"

Interrogative *whose* is *de quem.*

De quem é o livro que o senhor tem? *Whose book have you? (lit. Of whom is the book that you have?)*

87. Past Participles

I. *falar:* *falado [feladu] spoken*

II. *aprender:* *aprendido [əprēndidu] learned*

III. *partir:* *partido [pertidu] left*

Like these verbs are formed the past participles of all regular verbs.

Escrever has an irregular past participle: *escrito, written.*

88. Present Perfect Indicative of *falar**I have spoken, etc.*

SINGULAR	PLURAL
tenho falado	temos falado
tens falado	tendes falado
tem falado	têm falado

Like **tenho falado**, etc., is formed the present perfect indicative of all Portuguese verbs.

89. Present Indicative of *levar* and *tocar**levar, to carry* *tocar, to touch, play*

SINGULAR	SINGULAR
levo [levu]	toco [toku]
levas [leves]	tocas [takes]
leva [levs]	toca [toks]
PLURAL	PLURAL
levamos [livəmus]	tocamos [tukəmus]
levais [livais]	tocais [tukais]
levam [levə̄]	tocam [tökə̄]

Like **levar** and **tocar** are inflected most regular verbs of the first conjugation with -e- and -o- stems, that is, the e and o are open ε, ɔ when stressed and have the sounds i, u when unstressed.

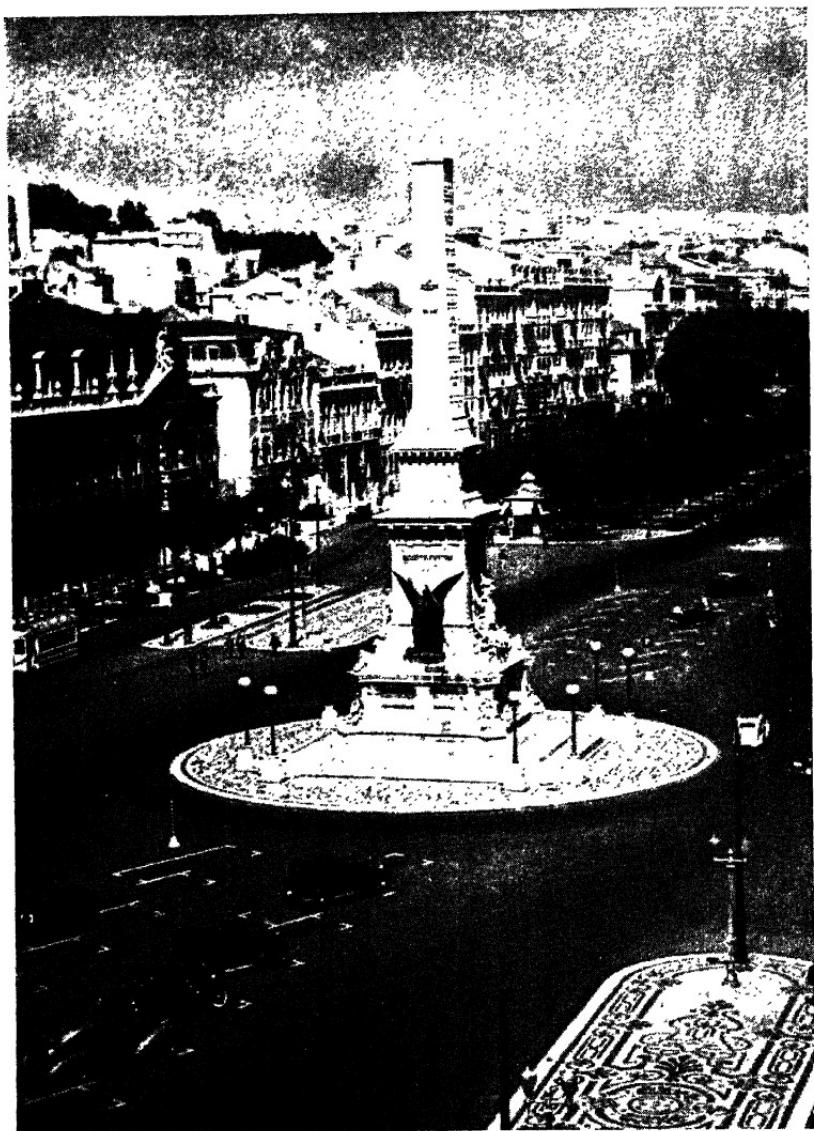
EXERCISES

achar [aʃar] <i>to find</i>	o irmão [irmə̄u] <i>brother</i>
ainda [aɪndz] <i>yet, still</i>	a mãe [mə̄i] <i>mother</i>
bem [bẽ̄] <i>well</i>	o pai [pāi] <i>father; pl. parents</i>
o cão [kə̄u] <i>dog; pl. cães [kə̄is]</i>	o piano [piənu] <i>piano</i>
desejar [dizlʒar] <i>to desire, want</i>	tomar [tumə̄] <i>to take</i>
a irmã [irmə̄] <i>sister</i>	trabalhar [trabəlhar] <i>to work</i>

escola municipal [— munisipal] *municipal or public school*; tenho tido [— tidu] *I have had*; tocar piano *to play the piano*; trabalhar muito *to work hard*



UMA VELHA CASA PITORESCA DO RIO DE JANEIRO



UMA GRANDE PRAÇA DE LISBOA

A. *Give the English equivalent or equivalents of each of the following:*
 1. os seus pais. 2. as minhas irmãs. 3. a casa delas. 4. a mãe do senhor. 5. a casa é sua. 6. o piano é dèle. 7. o seu cão. 8. os nossos lápis. 9. as suas lições. 10. o pai das senhoritas. 11. o cão é do senhor. 12. o meu não é seu.

B. *Study:* 1. Tenho estudado as minhas lições. 2. Meu pai tem um cão preto. 3. Os livros não são dèle, são meus. 4. Temos achado o livro de V. Ex^a. (Vossa Excelência). 5. As alunas tocam piano na casa do senhor. 6. Meus irmãos têm trabalhado muito para aprender bem as suas lições. 7. Minhas irmãs desejam tomar lições de gramática. 8. Os irmãos da senhorinha têm tomado lições de português. 9. A aluna acha difíceis os exercícios de inglês. 10. De quem são os cães brancos? 11. Os cães brancos são de João, e os cães pretos são dèle também. 12. Maria tem trabalhado muito para aprender as suas lições. 13. Mas João é um pouco preguiçoso e não trabalha muito para aprender as suas. 14. Temos escrito os nossos exercícios, mas o senhor não tem escrito os seus. 15. A aluna tem achado o livro do professor e o livro dela na aula. 16. Não tenho falado ainda com o pai dos senhores, mas tenho falado com a mãe dêles.

C. *Answer the following questions:* 1. Tem estudado o senhor as suas lições? 2. Quem tem um cão preto? 3. Deseja o senhor escrever uma carta? 4. De quem é o livro vermelho? 5. Há muitas janelas na casa do senhor? 6. Toca a senhorita piano na sua casa? 7. Tem trabalhado muito o pai do aluno? 8. Com o pai de quem fala o senhor? 9. Tem achado fáceis os alunos as suas lições? 10. A irmã do senhor tem tido lições de português? 11. Têm os senhores os seus livros de leitura? 12. O senhor tem escrito os seus exercícios?

D. *Write in Portuguese:* 1. Have you (*m. sing.*) spoken to her father or to his father? 2. We have not yet studied our lessons. 3. My brothers have studied their lessons. 4. The red book is mine, and the black book is his. 5. Whose books have you (*f. sing.*) taken? 6. They find their exercises very difficult. 7. Are you (*m. pl.*) studying your lessons now? 8. My sisters are playing the piano in your house. 9. Do you (*f. pl.*) want to speak Portuguese? 10. Your books are red but mine are black. 11. We have worked hard in order to write our exercises correctly. 12. John and Mary are students in the public school. 13. They have had to work hard in order to learn. 14. Whose book do you (*f. sing.*) have? 15. I have your book and you have mine. 16. In my house there are many high windows.

Leitura

O Brasil tem uma extensão¹ de perto de² 3,275,000 milhas quadradas,³ e tem uma população de perto de 45,000,000 habitantes. É o maior país⁴ da América do Sul e da América do Norte; é ainda maior do que o nosso país.

O Brasil é um país muito rico em productos⁵ de tôdas as sortes.⁶ Produz⁷ a maior parte⁸ do café do mundo.⁹ O Brasil está situado¹⁰ inteiramente¹¹ ao leste¹² de Nova-York.

LESSON IX

90. Demonstrative Adjectives and Pronouns

The forms for the adjectives and for the pronouns are the same.

SINGULAR

êste (*m.*), esta (*f.*) [estí, esté] *this, this one*
 êsse (*m.*), essa (*f.*) [esí, esé] *that, that one*
 aquele (*m.*), aquela (*f.*) [ækeli, ækélé] *that, that one*

PLURAL

êstes, estas [estíš, estéš] *these, these ones*
 êsses, essas [esíš, eséš] *those, those ones*
 aqueles, aquelas [ækeliš, ækéléš] *those, those ones*

91. Distinction between êste, êsse, aquele, etc.

Êste, etc., usually refers to that which is near the person speaking; it might be called the first person of the demonstrative.

Êsse, etc., denotes that which is near the person addressed, or is the second person of the demonstrative.

¹ area. ² about. ³ square miles. ⁴ o maior país, the largest country.
⁵ products. ⁶ tôdas as sortes, all kinds. ⁷ it produces. ⁸ part. ⁹ world.
¹⁰ is situated. ¹¹ entirely. ¹² to the east.

Aquele, etc., denotes that which is remote, hence is the third person of the demonstrative.

The demonstratives should be repeated before each noun to which they refer.

Esta pena, *êsse* livro e aquela cadeira. *This pen* (which I have or near me), *that book* (which you have or near you), *and that chair* (distant from both of us).

92. Neuter Demonstrative Pronouns

The neuter demonstrative pronouns given below are invariable in form. They never refer to a definite person or thing.

isto [istu] *this* isso [isu] *that* aquilo [akilu] *that*

Como pode isso ser?	<i>How can that be?</i>
Que é aquilo?	<i>What is that?</i>

93. Contraction of the Demonstratives

- a) When the preposition **de** precedes any of the demonstratives, its **e** is dropped and the **d** is written as one word with the demonstrative.

de + **êste** (*esta*, etc.) = **dêste** (*desta*, etc.)
de + **isto** = **disto**

- b) When **em** precedes any demonstrative, it is changed to **n**, which is written as one word with the demonstrative.

em + **êste** (*esta*, etc.) = **nêste** (*nesta*, etc.)
em + **isto** = **nisto**

- c) The preposition **a** will combine only with **aquele** (*aquela*, *aqueles*, *aquelas*) and **aquilo**. In this case, the two "neutral" **a** sounds [a] combine to form one "clear" **a**.

a + **aquele** (*aquela*, *aqueles*, *aquelas*) = **àquele** (*àquela*, *àqueles*, *àquelas*)
[akeli, akels, akelis, akelus]
a + **aquilo** = **àquilo** [akilu]

94. Cardinal Numbers

um, uma [ū, umɐ]	<i>one</i>	nove [nɔvɪ]	<i>nine</i>
dois, duas [doɪs, duəs]	<i>two</i>	dez [dez]	<i>ten</i>
três [tɾes]	<i>three</i>	onze [õzɪ]	<i>eleven</i>
quatro [kɥatru]	<i>four</i>	doze [dozɪ]	<i>twelve</i>
cinco [sɪŋku]	<i>five</i>	treze [tɾezi]	<i>thirteen</i>
seis [seɪs]	<i>six</i>	catorze [kɛtɔrzi]	<i>fourteen</i>
sete [sɛtɪ]	<i>seven</i>	quinze [kɪzɪ]	<i>fifteen</i>
oito [o̯itʊ]	<i>eight</i>	dezesseis ¹ [d̥izsɛsɪs]	<i>sixteen</i>

95. Gender of Numerals

Um and dois have both a masculine and a feminine form, but the other numerals given above have only one form each for both genders.

um lápis	<i>one pencil</i>	uma pena	<i>one pen</i>
dois lápis	<i>two pencils</i>	duas penas	<i>two pens</i>

Note that um lápis may mean either *one pencil* or *a pencil* and uma pena may mean either *one pen* or *a pen*.

96. Present Indicative of escrever and comer

escrever [ɪskr̥i'ver], to write	comer [kumer], to eat
SINGULAR	SINGULAR
escrevo [ɪskrevu]	como [komu]
escreves [ɪskrevi's]	comes [kõmɪs]
escreve [ɪskr̥evi]	come [kõmɪ]
PLURAL	PLURAL
escrevemos [ɪskr̥ivemus]	comemos [kumemus]
escreveis [ɪskr̥ivei's]	comeis [kumei's]
escrevem [ɪskrevē]	comem [kõmē]

Like escrever and comer are inflected most regular verbs of the second conjugation with the stem vowels -e- and -o-. Note that the -e- and the -o- represent three sounds: (1) the close sounds e and o when accented and followed by final -o; (2) the open sounds ε, ɔ when accented and not followed by -o; and the values of i, u when unaccented.

¹ Some of the "teen" numbers present variations in spelling or pronunciation; thus dezasseis [d̥izsɛsɪs], etc.

97. Present Indicative of ler [ler], to read

SINGULAR	PLURAL
leio [leiu]	lêmos [lemus]
lês [les]	ledes [ledis]
lê [le]	lêem [leem]

The present indicative of crer, *to believe*, is inflected like that of ler.

EXERCISES

o avô [avô] <i>grandfather</i> ; pl. avôs [avos] <i>grandparents</i>	mesmo, -a [mezmu, -e] <i>same</i>
a avó [avô] <i>grandmother</i> ; pl. avós [avos]	muito . . . para <i>too . . . to</i>
a filha [filya] <i>daughter</i>	a mulher [mufer] <i>woman</i>
o filho [filu] <i>son</i> ; pl. filhos <i>children</i>	primeiro, -a [primeiru, -e] <i>first</i>
(sons and daughters)	que [ki] (<i>rel. pron.</i>) <i>who, which, that</i>
forte [ferti] <i>strong</i>	rico, -a [riku, -e] <i>rich</i>
o homem [omẽ] <i>man</i>	velho, -a [velu, -e] <i>aged, old</i>

já não vivem *they are not living now*

A. 1. Give the English equivalents for the following: este livro; naquela casa; dêsse homem; àquelas mulheres; dessas lições; êsses exercícios; nesta aula; este livro e êsses; a essa mulher e àquelas; aquilo que êle tem; nisto que tenho.

2. Give the Portuguese equivalents for the following: this man and that one (by you); these women and those (remote); to these students; of those professors; in this classroom; to that; I have spoken of that (to which you refer); what is this (by me)?

B. Study: 1. Este homem e esta mulher vivem naquela casa branca. 2. João e Maria são filhos daquela mulher. 3. Têm dois avôs e duas avós. 4. Os avôs são muito velhos agora para trabalhar mas têm trabalhado muito. 5. Estas lições são muito difíceis para aprender. 6. O senhor tem escrito uma carta a seu pai? 7. Não, senhor, ainda não tenho escrito uma carta a meu pai. 8. Este homem é forte, mas aquele não é forte. 9. Leio os exercícios no caderno desta aluna. 10. Escreve a senhorinha uma carta àquela professora? 11. Não, senhor, isto que escrevo não é uma carta. 12. Temos a lição de português nesta aula ou naquela? 13. Minha mãe e a mãe do senhor não são ricas. 14. Este homem é meu pai, mas eu não sou seu filho. — Quem é então? — Sou

sua filha. 15. Tenho que estudar a minha lição de gramática nêste livro e a lição de geografia naquele. 16. Esse cão branco e aquele são meus.

C. *Answer the following questions:* 1. Vive o senhor naquela casa branca? 2. São velhos os avôs do senhor? 3. O senhor acha difíceis êsses exercícios? 4. Que lêem os senhores nêste livro vermelho? 5. É rico o pai do senhor? 6. O professor tem explicado tôdas as dificuldades nestas lições? 7. Desejam os alunos escrever correctamente êsses exercícios? 8. Quem tem escrito uma carta àquela aluna? 9. De quem é êsse cão branco e aquele? 10. Quem tem sublinhado os êrrros com tinta vermelha?

NOTE: The conversational work may be supplemented by having a number of objects on the desk and holding them up one by one, asking: *Que é isto?* to which the student replies: *Isso é um lápis*, etc. Or by pointing to objects on the students' desks or in the classroom, such as windows, benches, tables, chairs, etc.

D. *Write in Portuguese:* 1. Two and one are three; four and five are nine; six and eight are fourteen; seven and nine are sixteen; four and six are ten; five and eight are thirteen; twelve and two are fourteen; six and nine are fifteen; ten and one are eleven. 2. That old man is the father of my father; he is my grandfather. 3. I have two sisters and three brothers. 4. Our grandmother is too old to work. 5. Did you have to work hard to learn these lessons? 6. Yes, sir, I have had to work hard because I have had many difficult lessons to study. 7. Do your grandparents live in the same white house with you? 8. No, sir, they are not living now. 9. Do you write the exercises for this professor or for that one? 10. Have you read this? 11. What is that? 12. Have you studied the first lesson in this book? 13. This black dog is yours and that one is mine. 14. Our professors want to point out all the difficulties in these lessons.

Leitura

SOME PORTUGUESE PROVERBS

Cão que muito ladra¹ nunca² é bom³ para a caça.⁴

Há males⁵ que vêm⁶ por bem.⁷

Mãe aguçosa,⁸ filha preguiçosa.

¹ barks. ² never. ³ good. ⁴ hunt. ⁵ misfortunes. ⁶ come. ⁷ for the best. ⁸ diligent.

Mais¹ vêem² dois olhos³ que um.
 Muito sabe o rato,⁴ mas mais sabe o gato.⁵
 O cão velho quando ladra dá conselho.⁶
 Todo o branco não é farinha.⁷

LESSON X

98. *Present Indicative of servir and dormir*servir [sírvir], *to serve*dormir [durmir], *to sleep*

SINGULAR

sirvo [sírvu]
 serves [sérvis]
 serve [sérvi]

SINGULAR

durmo [durmu]
 dormes [dôrmis]
 dorme [dôrmi]

PLURAL

servimos [sírvimius]
 servis [sírvis]
 servem [sérvei]

PLURAL

dormimos [durrimus]
 dormis [durmis]
 dormem [dôrmei]

pedir [pídir], *to ask, ask for* poder [puder], *to be able, can*

SINGULAR

peço [pesu]
 pedes [pedis]
 pede [pedi]

SINGULAR

posso [pôssu]
 podes [pôdis]
 pode [podi]

PLURAL

pedimos [pídimus]
 pedis [pídis]
 pedem [pedei]

PLURAL

podemos [pudemus]
 podeis [pudeis]
 podem [pôdei]

Like **servir** and **dormir** are inflected most verbs of the third conjugation with stem vowels e and o. Note that in the first person

¹ more. ² see. ³ eyes. ⁴ rat. ⁵ cat. ⁶ gives counsel. ⁷ flour.

singular the -e-, -o- become -i-, -u-, and that the accented -e-, -o- are ε, ɔ; unaccented, i, u.

In pedir and poder note that the first person singular has a different consonant from the rest of the inflection, and that the e, o are ε, ɔ.

EXERCISES

a água [ágwə] water	fechar [fɪʃar] to close
Ana [áne] Anna	o leite [leɪt̪i] milk
beber [bíber] to drink	Luiz [lúiz] Louis
a carne [karni] meat	o pão [pāõ] bread; pl. pães [pā̃ɛs]
o criado [kríadu] servant (m.); a criada maid	pedir [pídir] to ask, ask for poder [puðer] to be able, can
dormir [durmir] to sleep	o primo [prímu] cousin (m.); a prima [príma] cousin (f.)
a espôsa [íspozə] wife	a tia [t̪iə] aunt
o espôso [íspozu] husband	o tio [tiu] uncle
a família [famíl̪iə] family	

tenha a bondade de (*followed by infin.*) please

A. *Verb Drill:* I sleep; you serve; they ask; we can; I cannot; he is sleeping; you have read; have you had? do I ask? I am not serving; have you slept?

B. *Study:* 1. Na mesa há água, carne e pão. 2. Ana é a criada na minha família; Luiz é o nosso criado. 3. Temos comido carne com pão. 4. Tenho bebido todo o leite e comido todo o pão. 5. Tenha a bondade de escrever êstes exercícios na pedra. 6. O senhor tem escrito correctamente; não há êrrros. 7. Aquele homem é meu tio; seu filho é meu primo. 8. A mãe de minha prima é minha tia. 9. O meu primo e eu temos os mesmos dois avôs. 10. Tenha a bondade de passar a carne e o pão. 11. Minha avó é velha e não pode trabalhar muito. 12. Não sou muito velho para trabalhar, mas não desejo trabalhar muito. 13. Meu tio Fernando é um homem muito rico e tem seis criados na sua casa. 14. Os criados têm que trabalhar muito. 15. Quando tenho estudado muito, não posso dormir. 16. Dorme bem o senhor? 17. O espôso da minha tia é meu tio, e eu sou o sobrino dêle.

C. *Answer the following questions:* 1. Tem o senhor três irmãs? 2. A avó do senhor é muito velha para trabalhar? 3. Come o senhor carne e pão? 4. Bebe o senhor leite ou água? 5. Pode o senhor fechar essas janelas? 6. Pede o senhor o pão? 7. Porque o senhor não pode

trabalhar? 8. São os avôs do senhor muito ricos? 9. Os alunos têm escrito todos os exercícios? 10. Não há êrrros nos exercícios que êles têm escrito? 11. Que é a filha da tia do senhor? 12. Que é o irmão do pai do senhor?

D. *Write in Portuguese:* 1. I have two uncles, three aunts, and eight cousins. 2. Louis is my uncle's son; he is my cousin. 3. Old men cannot work very hard because they are not strong. 4. Very many of the exercises are too difficult to write correctly. 5. If you are not strong can you work hard? 6. Please pass the bread and milk. 7. My mother has two rich nieces. 8. Have you eaten all the meat? 9. These students (f.) are the cousins of those men. 10. The professor has pointed out the errors in these exercises. 11. Did you ask for the water or the milk? 12. I do not want to sleep in that white house. 13. Why can you not close the windows? 14. Anna is my mother's maid; she lives in our house. 15. My uncle Louis's wife writes many letters to her nephews. 16. Please write these exercises on the blackboard.

Leitura

Perguntaram¹ um dia² a Milton, o grande poeta³ inglês, por-que um rei⁴ pode receber⁵ a corôa⁶ aos quatorze anos⁷ mas só⁸ pode casar-se⁹ aos dezóito.¹⁰

— É simples — declarou¹¹ o poeta; — é que é mais¹² fácil governar¹³ um reino¹⁴ do que¹⁵ uma mulher.

REVIEW LESSON II

A. *Give the English equivalents for the following:* os seus livros; os livros do senhor; os livros dêle; o livro é seu; o livro é do senhor; o livro é dela; minha mãe; a nossa casa; este homem e aquele; àquelas mulheres; disto; naquela casa; êstes e êsses; nisso.

¹ They asked. ² day. ³ poet. ⁴ king. ⁵ receive. ⁶ crown. ⁷ years.
⁸ only. ⁹ get married. ¹⁰ eighteen. ¹¹ declared. ¹² more. ¹³ to govern.
¹⁴ kingdom. ¹⁵ do que, than.

B. *Express the following in Portuguese:* my grandparents; John's book; this professor and that one; your (*f. sing.*) book; their pencils and ours; this one is mine, that one is yours (*f. sing.*); to those men; in this (*indeterminate*); her books and his books; their (*m.*) lessons and their (*f.*) lessons; your (*f. pl.*) mother.

C. *Verb Drill:* I am eating; you (*m. pl.*) have written; do we learn? we are speaking; is she learning? I carry, we carry; does she not read? I write, you (*m. sing.*) write, we are writing; I sleep; she is not sleeping; do we sleep? I can, we can; I have wished; have you (*m. sing.*) read?

D. *Write in Portuguese:* 1. Have you (*m. sing.*) had my book? 2. Is there meat and bread on the table? 3. Who lives in that white house? 4. I do not have this man's books, but he has mine. 5. Have you (*m. sing.*) written this? 6. The professor has called attention to that. 7. My uncle John's nephews are the children of that woman. 8. If they are too old to work, they can read. 9. The students have not written the exercises correctly. 10. They must study hard in order to learn. 11. I play the piano in my cousin's house. 12. There is no milk on the table, but there is water. 13. That rich man has five servants; three are women and two are men. 14. In school we learn that four and eight are twelve, six and nine are fifteen, twelve and four are sixteen. 15. My aunt lives in a house which has many high windows. 16. Please close the windows. 17. I ask for water, but you (*m. sing.*) ask for milk.

LESSON XI

99. *Indirect Object*

The indirect object requires the preposition *a*, *to* (except with the pronouns *me*, *te*, etc.).

A quem dá ela o livro?

To whom does she give the book?

Ela dá o livro ao João.¹

{ *She gives the book to John.*
She gives John the book.

¹ Note the use of the definite article before a given name. This is not unusual when speaking of someone with whom the speaker is familiar.

Note that the preposition *to* may be omitted in English if the indirect object precedes the direct object. The Portuguese preposition *a* cannot be thus omitted before a noun:

He gives John the book. *Dá o livro ao João.*

100. Direct Object

The direct object does not, as a rule, require a preposition, but the preposition *a* is used before a direct object to avoid ambiguity when there are two direct objects, one denoting a person and the other a thing (e.g., a title), or whenever the preposition is needed to distinguish the object from the subject of the verb, as the Portuguese word order permits the object to come first with the subject after the verb (see the first example below).

<i>À guerra segue a paz.</i>	<i>Peace follows war.</i>
<i>Chamaram ao Sr. Costa o chefe do partido.</i>	<i>They called Mr. Costa the leader of the party.</i>

101. Feminine of Adjectives

- a) Adjectives with the masculine ending in *-o* change the *o* to *a* to form the feminine.

MASC.	FEM.
alto	alta
vermelho	vermelha

- b) Adjectives whose masculine ends in *-ão* form the feminine by dropping the *o*.

MASC.	FEM.
chão, <i>level</i>	chã
alemão, <i>German</i>	alemã

- c) Adjectives with other terminations generally have the same form for the masculine and feminine, with the exception of adjectives of nationality, where *-a* is added to the final consonant.

MASC.	FEM.
pobre, <i>poor</i>	pobre
azul, <i>blue</i>	azul
BUT:	
inglês	inglesa
português	portuguesa

102. Adjectives with Irregular Feminines

Some adjectives do not form the feminine as indicated above. Among them are:

MASC.	FEM.	PL.
bom, <i>good, well</i>	boa	bons, <i>boas</i>
mau, <i>bad</i>	má	maus, <i>más</i>
algum, <i>some</i>	alguma	alguns, <i>algumas</i>
nenhum, <i>none</i>	nenhuma	nenhuns, <i>nenhumas</i>

103. Present Indicative of querer [kírer], *to wish, want*

SINGULAR	PLURAL
quero [keru]	queremos [kíremus]
queres [keris]	quereis [kíreis]
quer [ker] or quere [keri]	querem [keréi]

EXERCISES

alugar [elugar] <i>to rent</i>	o quarto de dormir <i>bedroom</i>
o andar [éndar] <i>floor, story (of a house)</i>	querer [kírer] <i>to wish, want</i>
o banho [bánu] <i>bath</i>	querer a <i>to like (a person), be fond of</i>
a cozinha [kuzinu] <i>kitchen</i>	a sala [salá] <i>large room</i>
as divisões [díviziõs] <i>rooms (of a house in general)</i>	a sala de jantar [zéntar] <i>dining room</i>
gostar de [gustar] <i>to like (a thing or with infin.)</i>	a sala de visitas [vízitas] <i>(or simply) sala living room</i>
o quarto [kúartu] <i>room</i>	segundo, -a [sígündu, -á] <i>second</i>
o quarto de banho <i>bathroom</i>	
andar térreo [terríu] or rés-do-chão (rrez-du-ʃău) <i>ground or first floor; andar de cima [simá] <i>upper story; primeiro andar <i>second story (our second story being counted as their first, etc.)</i></i></i>	

A. Give the feminine of the following: inteligente, aplicado, cristão, espanhol (*Spanish*), fácil, velho, branco, comum, civil, vulgar, bom, mau, algum.

B. Study: 1. Meu pai quer alugar uma casa. 2. Fala com um senhor que tem uma casa para alugar. 3. Esta casa tem seis divisões: sala (de

visitas), sala de jantar, cozinha, e três quartos de dormir. 4. Tem também dois quartos de banho. 5. Há no andar térreo (rés-do-chão) a sala, a sala de jantar e a cozinha. 6. No primeiro andar há os três quartos de dormir e os dois quartos de banho. 7. Eu quero muito a meus tios. 8. João gosta de tomar banho quando tem trabalhado. 9. Minha mãe não gosta de trabalhar na cozinha. 10. Os meus avôs vivem no andar de cima daquela casa branca. 11. No segundo andar vive a família de Maria. 12. O senhor gosta de tocar piano? 13. Sim, senhor, gosto.¹ 14. Meu pai tem alugado a casa, e agora vivemos nela. 15. No meu quarto há uma mesa, duas cadeiras, três janelas e muitos livros. 16. Temos achado esta casa muito boa.

C. *Answer the following questions:* 1. Quem quer alugar uma casa? 2. Com quem fala? 3. A casa tem quantas (*how many*) divisões? 4. Quais são os quartos no andar térreo (rés-do-chão)? 5. No andar de cima? 6. O senhor gosta de escrever os exercícios? 7. A quem quer o senhor? 8. Que há no quarto do senhor? 9. O senhor come na sala de visitas? 10. Quem vive no primeiro andar daquela casa? 11. Não há quartos de dormir no andar térreo? 12. Pode o senhor dormir no andar térreo? 13. Porquê?

D. *Write in Portuguese:* 1. We have a maid because my wife does not like to work in the kitchen. 2. We are fond of our grandparents because they are good. 3. Please explain the difficulties in this lesson. 4. My father has rented a house. 5. On the ground floor there is the living room, the dining room, and the kitchen. 6. The bedrooms and the bathrooms are on the upper story. 7. My mother likes the house. 8. We have not written the exercises because they are very difficult. 9. There are not any easy lessons in this book. 10. If the professor points out the mistakes, the students write the exercises in their notebooks. 11. My cousins have lived in the same house with my grandparents. 12. The man rented the house to my father. 13. He can rent the house to our family because he does not live in it (*nela*). 14. Louis is our servant and he lives in a room on the second floor of our house. 15. Louis can sleep well because he has had to work hard. 16. Our house has three bathrooms. 17. I have written all these exercises, and now I can sleep.

¹ Note that in answering a question the object, and hence the *de* also, may be omitted.

Leitura

Prêto é o carvoeiro,¹ branco o seu dinheiro.²

Aqueles são ricos que têm amigos.

Não é rico aquele que tem o que³ quere, mas aquele que quere o que³ tem.

Não há dia sem⁴ tarde.⁵

Nada⁶ tem quem⁷ não se contenta⁸ com o que tem.

Quem⁷ tudo⁹ quere, tudo perde.¹⁰

Quem⁷ quando pode, não quere, quando quere, não pode.

LESSON XII

104. Present Indicative of *estar* [istar], to be

SINGULAR

estou [isto]

estás [istas]

está [sta]

PLURAL

estamos [istamus]

estais [istaís]

estão [stão]

105. Estar and ser

- a) These two words are both equivalent to *to be* in English, but they cannot be used interchangeably. *Ser* denotes permanency, or an inherent quality which we naturally associate with a person or thing, that which is characteristic. *Estar* denotes situation, or a temporary state or condition which is not by nature characteristic of a person or thing.

A casa é branca.

The house is white.

(This is the characteristic of that house.)

João está doente.

John is sick.

(Denoting a state or condition which is not characteristic of the person.)

¹ coal man. ² money. ³ o que, what. ⁴ without. ⁵ evening. ⁶ Nothing.
⁷ he who. ⁸ se contenta, is satisfied. ⁹ everything. ¹⁰ loses.

A água está fria. *The water is cold.*

(This is descriptive of the condition of that particular water at that time.)

O gelo é frio. *Ice is cold.*

(This is a characteristic naturally associated with ice.)

It is clear, then, that either **ser** or **estar** may be used with an adjective to make different implications.

Maria é pálida. *Mary is pale.*

(She has naturally a pale complexion.)

Maria está pálida. *Mary is pale.*

(Something has happened to make her become suddenly pale.)

-) In the matter of location, **estar** is always used to refer to temporary location, as the whereabouts of a person. But if the location is permanent either **ser** or **estar** may be employed, **ser** stressing place where and **estar** laying more emphasis on the descriptive aspect of the site.

João está na casa. *John is in the house.*

O livro está na mesa. *The book is on the table.*

A casa está num alto. *The house stands on a hill.*

Lisboa está (está situada) na margem direita do Tejo. *Lisbon is (is situated) on the right bank of the Tagus.*

BUT:

Lisboa é em Portugal. *Lisbon is in Portugal.*

06. *Adjectives with ser, estar*

Sometimes the same adjective will take on a different meaning when used with one or the other of these verbs.

ser bom *to be good* (character)

estar bom *to be well* (health)

07. *Uses of ser*

Ser is generally used in impersonal expressions, or when followed by a noun or pronoun, and to denote possession.

É verdade. *It is true.*

Meu pai é professor. *My father is a teacher.*

É ele. *It is he.*

O livro é meu. *The book is mine.*

108. Omission of the Indefinite Article

The article is usually omitted before an unmodified predicate noun.

Este homem é português.
Meu pai é professor.

*This man is a Portuguese.
My father is a professor.*

EXERCISES

o amigo [əmigu] friend (m.); a amiga friend (f.)	a parede [pəredi] wall
bom [bõ] (m.), boa (f.) good	pensar [pēsar] to think (of), intend
a cadeira de braços [brasus] arm-chair	procurar [prukurar] to seek, look for
a cama [kama] bed	o quadro [kūadru] picture
a cómoda [kōmude] chiffonier	quanto, -a [kūentu, -e] how much; pl. how many
doente [dūēntu] sick, ill	a secretária [sikritaria] writing desk
eléctrico, -a [lētriku, -e] electric	o sofá [sufa] sofa
a luz [luz] light	o toucador [tokedor] dressing table
o móvel [móvel] piece of furniture;	visitar [vīzitar] to visit
móveis, furniture	

em casa at home; em casa dum amigo at a friend's

A. Give the Portuguese for the following: I am eating; do you write? I am good; he is not well; have you studied? she is thinking; you are a student; we are in the house; this is not true (*verdade*); I serve; he does not serve; we are serving.

B. Study: 1. A minha mãe está doente, mas eu estou bom. 2. No meu quarto tenho uma cama, duas cadeiras de braços e uma cómoda. 3. Não posso trabalhar quando estou doente. 4. O meu cão é preto, e aquele é branco. 5. Maria está na sala de jantar e a criada está na cozinha. 6. Temos luz eléctrica na nossa casa. 7. Esses homens são professores. 8. Maria é portuguesa e eu sou português também. 9. Meu pai não está em casa, está em casa dum amigo. 10. Os móveis do quarto de Maria são uma mesa, um toucador, uma cómoda e três cadeiras. 11. Há também muitos quadros nas paredes. 12. Maria procura os seus livros. 13. Tem achado os livros na sala. 14. João gosta de dormir nesta boa cama quando tem trabalhado muito. 15. O professor quer bem aos alunos que são aplicados. 16. Penso visitar o meu amigo que está doente.

C. Answer the following questions: 1. Quem está doente? 2. Como está o senhor? 3. Quais móveis tem o senhor no seu quarto? 4. Quantas divisões há na casa do senhor? 5. Que procura o senhor? 6. O professor é bom? 7. O senhor pensa visitar o seu amigo que está doente? 8. O senhor quer bem ao professor? 9. O senhor gosta de escrever os exercícios difíceis? 10. Quantos exercícios tem que escrever? 11. Há um sofá e uma secretária na sala? 12. Quem pode dormir bem quando tem trabalhado?

D. Write in Portuguese: 1. My mother is not at home, she is at a friend's who is sick. 2. Please look for my books. 3. I like to live in this house. 4. My mother is an Englishwoman. 5. I like my friend's parents very much. 6. The bedrooms are on the second floor of our house. 7. I intend to study in order to speak Portuguese. 8. We have found the Portuguese grammar very easy. 9. The students do not like that professor because he is not good. 10. John is not yet at home. 11. The milk which is on the table is cold. 12. In Mary's room there are a bed, two armchairs, a dressing table, and a chiffonier. 13. John's father is not well. 14. What pieces of furniture are there in the living room? 15. The windows of this house are high. 16. All houses now have electric light.

Leitura

Copérnico foi¹ um iniciador² da astronomia moderna. Quando ele morreu,³ seu corpo⁴ foi¹ depositado⁵ na igreja⁶ de Warnic, na Polônia. Sobre⁷ uma pedra modesta, lê-se (*one reads*) esta inscrição⁸: « Eu não te⁹ peço o perdão¹⁰ dado (*given*) a Paulo e eu não espero¹¹ a graça¹² dada a Pedro. Eu te peço apenas¹³ aquilo dado ao ladrão¹⁴ na cruz. »¹⁵

¹ was. ² pioneer. ³ died. ⁴ body. ⁵ placed. ⁶ church. ⁷ On.

⁸ inscription. ⁹ thee. ¹⁰ pardon. ¹¹ hope for. ¹² grace. ¹³ only.

¹⁴ thief. ¹⁵ cross.

*LESSON XIII*109. *Personal Pronoun Objects*

The following personal pronouns are used as objects of verbs:

SINGULAR	PLURAL
me [m̥i] <i>me, to me</i>	nos [nus] <i>us, to us</i>
te [t̥i] <i>thee, to thee</i>	vos [vus] <i>you, to you</i>

Te corresponds to tu and vos to vós; the student will have no occasion to use them except for reading.

Note the difference in pronunciation between nos and vos [nus, vus] as objects and nós and vós as subjects [nɔ̄s, vɔ̄s].

110. *Position of Personal Pronoun Objects*

- a) The personal pronoun objects usually, but not necessarily, follow the verb in simple affirmative sentences, being connected with it by a hyphen.¹

Ele procura-me. Ele me procura.	} <i>He is looking for me.</i>
Dá-me o livro.	} <i>He gives me the book.</i> <i>He gives the book to me.</i>

- b) The pronoun precedes the verb in negative sentences, in most relative clauses, and after some interrogative pronouns and some conjunctions and adverbs.¹

¹ Brazilian usage permits much freedom in the location of the object pronoun with relation to the verb, and it is a mistake to make hard and fast rules for Brazilian Portuguese. The position of the subject and euphony determine more often than not where the object pronoun is placed. About all that can be said is that in Brazilian usage the object pronoun may either precede or follow the verb, with these two exceptions: (1) it cannot begin a sentence; (2) in a negative sentence it precedes the verb. This also applies to reflexive objects.

Ele não me procura	<i>He is not looking for me.</i>
Quem me procura?	<i>Who is looking for me?</i>
O homem que me procura é meu pai.	<i>The man who is looking for me is my father.</i>

111. Reflexive Verbs

- a) The pronouns given above may also be used as reflexives. The reflexive pronoun of the third person singular and plural is **se**.

Present Indicative of **achar-se**, *to find oneself, be*

SINGULAR

eu acho-me [əʃu-mi] *I find myself, I am*

tu achas-te [aʃas-ti] *thou findest thyself, thou art*

o senhor	}	acha-se [aʃa-si]	<i>you find yourself, you are</i>
a senhora		acha-se [aʃa-si]	<i>you find yourself, you are</i>
a senhorita		acha-se [aʃa-si]	<i>you find yourself, you are</i>

ele	}	acha-se [aʃa-si]	<i>he finds himself, he is</i>
ela		acha-se [aʃa-si]	<i>she finds herself, she is</i>

PLURAL

nós achamo-nos [əʃəmu-nus] *we find ourselves, we are*

vós achais-vos [əʃaɪs-vus] *you find yourselves, you are*

os senhores	}	acham-se [aʃəm-si]	<i>you find yourselves, you are</i>
as senhoras		acham-se [aʃəm-si]	<i>you find yourselves, you are</i>
as senhoritas		acham-se [aʃəm-si]	<i>you find yourselves, you are</i>

elês	}	acham-se [aʃəm-si]	<i>they find themselves, they are</i>
elas		acham-se [aʃəm-si]	<i>they find themselves, they are</i>

Note that in the first person plural the final **s** is dropped before **nos**. This occurs in all tenses except the future and conditional indicative.

- b) Many verbs are reflexive by nature in Portuguese, but not in English.

Levanto-me. *I get up (rise).*

Deito-me. *I lie down (go to bed).*

- c) If the subject is inanimate, the reflexive construction is generally preferred in Portuguese to the passive voice.

Aqui fala-se português. *Portuguese is spoken here.*

Pede-se. *It is requested.*

EXERCISES

algum, -a [algū, algumə] <i>some</i>	o espelho [íspelu] <i>mirror</i>
a almofada [almufadə] <i>pillow</i>	o lençol [lēsol] <i>sheet; pl. lençóis</i> [lēsɔi̯s]
o aparador [əperədor] <i>sideboard</i>	levantar-se [lēvəntar-si] <i>to get up,</i> <i>rise</i>
aqui [eki] <i>here</i>	limpo, -a [limpu, -s] <i>clean</i>
assim [esi] <i>so, thus</i>	mau [maū] (<i>m.</i>), má [ma] (<i>f.</i>) <i>bad</i>
cansado, -a [kēsadu, -s] <i>tired</i>	o médico [mediku] <i>doctor</i>
chamar [ʃemar] <i>to call; cha-</i>	nenhum, -a [něnū, něnumə] <i>no,</i> <i>none</i>
mar-se <i>be called, be named</i>	receber [rēsibər] <i>to receive</i>
o cobertor [kubērtor] <i>blanket</i>	
como [komu] <i>as, how, like</i>	
deitar-se [deitār-si] <i>to lie down,</i>	
go to bed	
não é assim, (or simply) não é, <i>is it not true? isn't it so? isn't it?</i>	

A. *Express in Portuguese:* he does not find us; you (*f. pl.*) go to bed; we teach ourselves; you (*m. sing.*) get up; she is looking for me; he is not speaking to me; it is written that . . . ; they write to me.

B. *Study:* 1. Chamo-me João, e meu primo chama-se Luiz. 2. No seu quarto Maria tem um toucador com um bom espelho. 3. O aparador se acha na sala de jantar. 4. A minha cama é boa; tem algumas almofadas, lençóis e um cobertor. 5. Gosto de deitar-me, mas não gosto de levantar-me. 6. O leite não está frio. 7. Quando estou doente chamo o médico. 8. Nenhum dos meus amigos é médico. 9. Esse aluno é muito mau, não quer estudar as suas lições. 10. Os senhores se acham cansados, não é (assim)? 11. O professor explica-nos as dificuldades quando nos ensina a lição. 12. Quando o professor nos fala na classe, levantamo-nos dos assentos. 13. Tenho achado este livro na casa de meu tio. 14. Durmo muito bem nesta boa cama quando estou cansado. 15. Os assentos naquela aula não estão limpos. 16. Alguns alunos não escrevem correctamente os exercícios e o professor tem que sublinhar os êrrros.

C. *Answer the following questions:* 1. Como se chama o senhor? 2. Acha-se o aparador na cozinha? 3. Tem o toucador um bom espelho? 4. São limpos os lençóis? 5. Quantas almofadas tem o senhor na sua cama? 6. O senhor tem uma boa cama no seu quarto? 7. Gosta o senhor de levantar-se? 8. Fala-se português aqui? 9. Quem ensina a lição ao senhor? 10. Recebe o senhor os seus amigos na sala de jantar?

11. O pai do senhor é médico? 12. A quem chama o senhor quando está doente?

D. *Write in Portuguese:* 1. My father is visiting in the house of a friend. 2. The friend is sick and has called the doctor. 3. The doctor's name is Mr. Pereira. 4. He is looking for me but he cannot find me. 5. How many chairs are there in your bedroom? 6. When we visit in the house of our friends they receive us in the living room. 7. Please get up. 8. How are you? I am well. 9. We like to drink the milk when it is cold. 10. The furniture in the dining room is a table, some chairs, and a sideboard. 11. Are there clean sheets and some pillows on your bed? 12. We do not like to get up when we are tired. 13. The water is cold, isn't it? 14. I have to get up from the seat when the professor speaks to me. 15. Who is looking for me? 16. I am not looking for you, I am looking for the books.

Leitura

Quem foi Osvaldo Cruz? Foi um grande médico brasileiro que acabou com¹ a febre amarela² no Brasil. Ele nasceu³ no Estado⁴ de São Paulo em 5 de agosto⁵ de 1872 e morreu em 1917. A febre amarela matava⁶ muitas pessoas no Brasil e não havia⁷ remédio⁸ contra⁹ ela. Mas Osvaldo Cruz descobriu que os mosquitos transmitem¹⁰ a febre amarela e declarou guerra¹¹ aos mosquitos. Depois de¹² poucos anos, a febre amarela quase¹³ desapareceu¹⁴ do Brasil.

¹ acabou com, put an end to. ² febre amarela, yellow fever. ³ was born.

⁴ State. ⁵ August. ⁶ used to kill. ⁷ there was. ⁸ remedy. ⁹ against, for.

¹⁰ transmit. ¹¹ declarou guerra, made war. ¹² Depois de, after. ¹³ almost.

¹⁴ disappeared.

LESSON XIV**112. Personal Pronoun Objects (continued)**

- a) The common forms of the personal pronouns of the third person used as objects of verbs are:

DIRECT OBJECT

o	<i>him, it</i>
a	<i>her, it</i>
os	<i>them (m.)</i>
as	<i>them (f.)</i>

INDIRECT OBJECT

lhe	<i>him, to him</i>
	<i>her, to her</i>
	<i>it, to it</i>
lhes	<i>them, to them (m. and f.)</i>

- b) These are also the forms for *you* (*o senhor*, etc.) when used as object of a verb:

o	<i>you (m.)</i>
a	<i>you (f.)</i>
os	<i>you (m.)</i>
as	<i>you (f.)</i>

lhe	<i>to you (m. and f.)</i>
lhes	<i>to you (m. and f.)</i>

Procuro o livro.	<i>I seek the book.</i>
Procuro-o [prukuru-u].	<i>I seek it.</i>
Procuro o senhor.	<i>I seek you.</i>
Procuro-o.	<i>I seek you.</i>
Procuro os livros.	<i>I seek the books.</i>
Procuro-os [prukuru-us].	<i>I seek them.</i>
Procuro os senhores.	<i>I seek you (pl.).</i>
Procuro-os.	<i>I seek you.</i>
Procuro a carta.	<i>I seek the letter.</i>
Procuro-a [prukuru-e].	<i>I seek it.</i>
Procuro a senhora (a senhorita).	<i>I seek you.</i>
Procuro-a.	<i>I seek you.</i>
Procuro as cartas.	<i>I seek the letters.</i>
Procuro-as [prukuru-es].	<i>I seek them.</i>

Procuro as senhoras (as senhoritas).	<i>I seek you.</i>
Procuro-as.	<i>I seek you.</i>
Procuro o professor (os professores).	<i>I seek the teacher (teachers).</i>
Procuro-o (-os).	<i>I seek him (them).</i>

Ele lhe dá (*or* dá-lhe) o livro. *He gives the book to him (her or you).*
 Ele não lhes dá o livro. *He does not give them (or you) the book.*

It will be observed that **o**, **os**, **a**, **as** serve both as articles and as object pronouns.

113. "It" as Direct Object

English *it* (direct object) is expressed in Portuguese by **a** when it refers to a feminine noun, and by **o** when it refers to a masculine noun or to something indefinite.

Tenho a pena.	<i>I have the pen.</i>
Tenho-a.	<i>I have it.</i>
Tenho o livro.	<i>I have the book.</i>
Tenho-o.	<i>I have it.</i>
Não creio isso.	<i>I do not believe that.</i>
Não o creio.	<i>I do not believe it.</i>

114. Object Pronouns with Certain Verb Endings

When the verb form ends in **r**, **s**, or **z**, these letters are dropped, and the pronoun takes the old forms **-lo**, **-los**, **-la**, **-las**. If the verb ends in **m**, the pronouns become **-no**, **-nos**, **-na**, **-nas**. Thus:

procuras-o (-a, -os, -as) *becomes* procura-lo (-la, -los, -las)
 procuramos-o, etc. *becomes* procuramo-lo, etc.
 procurais-o, etc. *becomes* procurai-lo, etc.
 procuram-o (-a, -os, -as) *becomes* procuram-no (-na, -nos, -nas)

In the case of the infinitive, the first conjugation takes an acute accent on the **a**, the second a circumflex on the **e**, and the third is not affected.

procurar-o *becomes* procurá-lo, etc.
 comer-o *becomes* comê-lo, etc.
 produzir-o *becomes* produzi-lo, etc.

115. Hours of the Day

É uma (hora). *It is one (o'clock).*

Às uma (hora). *At one (o'clock).*

São duas (horas). *It is two (o'clock).*

Às três e meia. *At half-past three.*

Às quatro e um quarto. *At a quarter past four.*

Às cinco menos um quarto. *At a quarter to five.¹*

Às doze e dez (minutos). *At ten minutes past twelve (o'clock), at twelve ten.*

Às oito da manhã. *At eight (o'clock) in the morning (or A.M.).*

Às três da tarde. *At three (o'clock) in the afternoon (or P.M.).*

Às onze da noite. *At eleven (o'clock) at night (or P.M.).*

Ao meio-dia. *At noon (twelve o'clock).*

À meia-noite. *At midnight.*

Que horas são? *What time is it? What o'clock is it?*

Meia (*half*) is an adjective and agrees with hora, while quarto (*quarter, fourth*) is here a noun and therefore does not agree.

116. Present Indicative of *cear* [ʃiar], to sup, have supper

SINGULAR

ceio [ʃeiu]

ceias [ʃeʃas]

ceia [ʃeʃə]

PLURAL

ceamos [ʃemus]

ceais [ʃaiʃ]

ceiam [ʃeʃə̄]

Verbs in -ear (and some in -iar, such as odiar, to hate) are inflected like cear.

EXERCISES

almoçar [almusar] to lunch	o jantar [ʒẽntar] dinner
o almôço, pl. almoços [almosu, almosus] lunch; o primeiro (or pequeno) almôço breakfast	a manhã [mãnhā] morning
a comida [kumida] food, meal	meio, -a [meiu, -a] half
o dia [diə] day	menos [menuš] less
a hora [ɔrə] hour	a noite [noit̄i] night
jantar [ʒẽntar] to dine, have dinner	quente [kénti] warm, hot
	sentar-se [sẽntar-si] to sit down
	a tarde [tardi] afternoon, evening

¹ One hears also: a um quarto para as cinco, às quatro e três quartos, or às quatro e quarenta e cinco minutos.

A. *Express in Portuguese:* we sit down; I write to you (*f. sing.*); to drink it (*m.*); they are looking for them (*f.*); I do not speak to her; we underline them (*m.*); he eats it (*m.*); I am looking for you (*f. pl.*); I do not have it (*f.*); I am not writing to them.

B. *Study:* 1. Sentamo-nos nas cadeiras e deitamo-nos na cama. 2. Eu me deito às dez da noite e levanto-me às sete e meia da manhã. 3. Ele procura os livros mas não os acha. 4. Esta água está muito quente; não posso bebê-la. 5. Não gosto de beber o leite quando está quente. 6. Procura-me o senhor? Sim, procuro-o, desejo falar-lhe. 7. Tomamos o primeiro almôço às oito e um quarto da manhã, e jantamos às nove menos um quarto da tarde. 8. Os alunos têm escrito os exercícios? Não, senhor, escrevem-nos agora. 9. O dia tem doze horas e a noite tem doze também. 10. O professor sublinha os êrrros e então os alunos os escrevem correctamente nos seus cadernos. 11. Quando as lições são difíceis, o professor as explica aos alunos. 12. Ele lhes explica as dificuldades. 13. João está na casa de um amigo a quem quer muito. 14. O tio de meu amigo é médico e chamo-o quando estou doente. 15. A criada nos serve as comidas; serve-as na sala de jantar. 16. Não gosto dos móveis desta casa porque não são limpos.

C. *Answer the following questions:* 1. A que horas deita-se o senhor? 2. Quantas comidas há no dia? 3. Como se chamam as comidas? 4. A que horas tomam o primeiro almôço os senhores? 5. O senhor gosta de beber leite quente? 6. Acha-se o senhor cansado quando tem trabalhado? 7. O senhor procura o livro? 8. Tem o senhor a pena? 9. O senhor tem que estudar a lição? 10. A que horas levanta-se o senhor? 11. Que horas são? 12. Quais são os móveis numa casa?

D. *Write in Portuguese:* 1. Please sit down in this chair. 2. I am looking for the same book that you are looking for. 3. I am not looking for you, I am looking for her. 4. We do not like to get up at five o'clock in the morning. 5. My grandmother is very old and has to go to bed at seven in the evening. 6. This water is too warm to drink. 7. Mary sits down in the armchair. 8. I find these lessons difficult; do you find them difficult too? 9. This meat is bad; I do not want to eat it. 10. Is the professor here? The students are looking for him. 11. We eat breakfast in the kitchen, but we lunch and have dinner in the dining room. 12. He is in the living room, is he not? 13. I want to speak to you now. 14. English is not spoken here. 15. I do not have the letters; do you have them? 16. She reads the letters from her mother to us.

Leitura

Portugal é um dos estados¹ da Europa occidental.² Ele tem por limites³ ao norte⁴ e a leste⁵ a terra⁶ de Espanha, ao sul e a oeste⁷ o oceano. O seu maior comprimento⁸ é de 555 quilómetros, e a sua maior largura⁹ é de 210 quilómetros; a sua superfície¹⁰ é de 88,740 quilómetros quadrados.¹¹ A sua população é pouco menos de 8 milhões.¹² A capital é a cidade de Lisboa, que está situada sobre o Tejo¹³; outras cidades importantes são: o Porto, Coimbra, onde se acha uma grande universidade, Vizeu, Braga, Setúbal.

LESSON XV

117. Personal Pronoun Objects (continued)

- a) When a verb has two personal pronoun objects, the indirect precedes the direct.
- b) The personal pronoun objects combine in the following ways:

me + o, a = mo, ma, *it to me*
 me + os, as = mos, mas, *them to me*
 te + o, a = to, ta, *it to thee*
 te + os, as = tos, tas, *them to thee*
 nos + o, a = no-lo, no-la, *it to us*
 nos + os, as = no-los, no-las, *them to us*
 vos + o, a = vo-lo, vo-la, *it to you*
 vos + os, as = vo-los, vo-las, *them to you*

The third person forms present the same variety of possible meanings as pointed out in other cases. Thus:

¹ states. ² western. ³ por limites, as boundaries. ⁴ north. ⁵ east.
⁶ land. ⁷ sul, oeste, south, west. ⁸ maior comprimento, greatest length.
⁹ maior largura, greatest breadth. ¹⁰ surface. ¹¹ square. ¹² millions.
¹³ the Tagus River.

lhe + o, a = lho, lha, it to him, to her, to you (m. or f.)

lhes + o, a = lho, lha, it to them (m. or f.), to you (m. or f. pl.)

lhe + os, as = lhos, lhas, them to him, to her, to you (m. or f.)

lhes + os, as = lhos, lhas, them to them (m. or f.), them to you (m. or f. pl.)

It will be seen then that *lho*, etc., may have the following meanings: *it to him, to her, to you (m. or f. sing.), to them (m. or f.), to you (m. or f. pl.).* The meaning may be clarified by using the prepositional form of the pronoun, as indicated below.

118. Prepositional Forms of the Personal Pronouns

The personal pronouns governed by a preposition are the same in form as the subject pronouns, except that *mim* and *ti* are used instead of *eu* and *tu*. *Si* is the prepositional form of *se*.

para mim, for me

" *ti, for thee*

" *o senhor } for you*

" *a senhora } for you*

" *ele, for him, it*

" *ela, for her, it*

para nós, for us

" *vós, for you*

" *os senhores } for you*

" *as senhoras } for you*

" *êles } for them*

" *elas } for them*

para si, for himself, herself, yourself, themselves, yourselves

The pronouns *mim*, *ti*, *nós*, *vós*, and *si* combine with the preposition *com* and form *comigo*, *contigo*, *connosco*, *convosco*, and *consigo*:

comigo, with me

connosco [kōnosku] with us

contigo, with thee

convosco [kōvosku] with you

consigo, with him, her, you, themselves, yourselves

119. Use of Prepositional Forms

When a personal pronoun is the object of a verb, the meaning may be made clear or emphatic by adding a *mim*, a *ti*, etc.

Dá-me a mim o livro.

He gives the book to me.

Dá-te a ti o lápis.

He gives the pencil to thee.

Dá-lhe a êle a pena.

He gives the pen to him.

Dá-lhe a êles o papel.

He gives the paper to them.

In like manner, the combined forms *mo*, etc., may be avoided:

Ele mos dá. *Ele os dá a mim.* } *He gives them to me.*

120. To Avoid Ambiguity

To make the meaning clear or emphatic, *dêle*, *dela*, *do senhor*, *da senhora*, *de V.* *Ex¹.*, *de Você* may be used instead of *seu*, *sua*.

<i>o seu livro, or o livro dêle</i>	<i>his book</i>
<i>a sua casa, or a casa dela</i>	<i>her house</i>
<i>o seu quarto, or o quarto do senhor</i>	<i>your room</i>
<i>seu pai, or o pai dêles</i>	<i>their father</i>

With these expressions, compare *o livro do João*, *John's book*; *a casa da Maria*, *Mary's house*.

121. Present Indicative of *dar* [dar], to give

SINGULAR	PLURAL
<i>dou</i> [do]	<i>damos</i> [dəmʊs]
<i>dás</i> [das]	<i>dais</i> [dəɪs]
<i>dá</i> [da]	<i>dão</i> [dəʊ]

EXERCISES

<i>aquecer</i> [əkeſer] ¹ <i>to heat, warm</i>	<i>a coisa</i> [koiſa] <i>thing</i>
<i>o ar</i> [ar] <i>air</i>	<i>cozinhar</i> [kuziñar] <i>to cook</i>
<i>o Brasil</i> [brazil] <i>Brazil</i>	<i>o cozinheiro</i> [kuziñeiru] <i>cook (m.)</i> ;
<i>a caçarola</i> [kaſeरola] <i>pan</i>	<i>a cozinheira</i> <i>cook (f.)</i>
<i>o café</i> [kəfe] <i>coffee; — com leite</i> <i>coffee and hot milk</i>	<i>crer</i> [krer] <i>to believe</i> (see § 97)
<i>o campo</i> [kəmpu] <i>country</i> (as dis- tinguished from <i>city</i>); <i>os cam- pos</i> <i>the fields</i>	<i>dar</i> [dar] <i>to give</i>
<i>a cidade</i> [ſidadi] <i>city</i>	<i>lavar</i> [levaɾ] <i>to wash</i>
	<i>a manteiga</i> [mənteig̃a] <i>butter</i>
	<i>preparar</i> [priperar] <i>to prepare</i>
	<i>o vapor</i> [vapɔr] <i>steam</i>

A. 1. Give all possible English equivalents for the following: *dou-lhos*; *escrevem-no-las*; *ensina-lhas a elas*; *êle o dá ao senhor*; *não mos dá*; *não os dá a mim*; *o professor lhas explica*; *explica-as a êles*; *explica-as a elas*; *explica-as aos senhores*; *leio-lha* (Write this last phrase in as many ways as you can to demonstrate all possible meanings exactly: *leio-a a êle*, etc.).

2. Give the Portuguese equivalents for the following: (a) (*It* refers to a letter.) We are writing it to them; we are writing it to you (*f. sing.*); they

¹ Note the open quality of the unstressed second e of this verb.

are writing it to us. (b) (*It refers to a pencil.*) I give it to him; we give it to them (*f.*); he gives it to you (*m. and f.*); they give it to me.

B. *Study:* 1. Quando os nossos amigos nos visitam, recebemo-los na sala de visitas. 2. As caçarolas estão limpas porque a criada as lava. 3. A cozinheira prepara as comidas. 4. Esta casa aquece-se com ar quente e não com vapor. 5. No Brasil bebe-se muito café. 6. Gosto muito de trabalhar nos campos. 7. Minha mãe escreve uma carta à sua amiga; escreve-lha em português. 8. Tenho muitas coisas para escrever nesta carta que escrevo a êle. 9. Eu não gosto de viver nesta cidade, mas João gosta de viver nela. 10. Os alunos preguiçosos não estudam a lição, mas os aplicados estudam-na. 11. A senhora fala de mim? Não, não falo da senhorinha, falo dêle. 12. O meu amigo está comigo e o professor fala connosco.

C. *Answer the following questions:* 1. A quem dá o senhor o livro? 2. As comidas são boas? 3. Quem as prepara? 4. Quem gosta de trabalhar nos campos? 5. Quem gosta de viver na cidade? 6. Quem não gosta? 7. Fala o senhor de mim? 8. De quem é este livro? 9. O senhor dá a pena à aluna? 10. Quem lava as caçarolas? 11. O senhor escreve esta carta a sua mãe? 12. Explica o professor as dificuldades aos alunos?

D. *Write in Portuguese:* 1. We are looking for the professor; we want to give this book to him. 2. I believe that our cook likes to work in the kitchen and prepare the meals. 3. I have a letter to write to my mother. 4. Are you writing it to her now? 5. If I find the pencils I can give them to you. 6. If I do not find them I cannot give them to you. 7. The professor is looking for us; I believe he wants to talk with us. 8. Butter is eaten with bread, but this bread has no butter on it. 9. There are many difficult things in this lesson, but the professor explains them to us. 10. If the students have mistakes in the exercises he points them out to them. 11. Do you like to wash the pans and prepare the meals? 12. No, sir, I do not like that.

Leitura

Além do¹ território na Europa continental, Portugal tem muitas ilhas² no Oceano Atlântico. Estas ilhas são: os Açores, a Madeira, Porto Santo, São Thomé e Príncipe, e o archipélago de Cabo Verde.³

¹ Além de, *Besides the.* ² islands. ³ Cabo Verde, *Cape Verde.*

Na África Portugal tem as grandes colónias de Angola e de Moçambique, e a Guiné; na Índia tem as cidades de Gôa, Diu e Damão; a Ilha de Macau na China, e a Ilha de Timor na Oceânia. A superfície de todo o território colonial de Portugal é de 2,075,040 quilómetros quadrados.

REVIEW LESSON III

A. *Give all possible English equivalents for each of the following, then rephrase to make an unquestionably clear meaning or to avoid a combined form:* (Ex.: dou-lho, *I give it to him, to her, to them, to you;* dou-o a ela, *I give it to her.*) o seu livro; élle mos dá; escrevo-lhas; as suas penas; ensinam-no-las; élle lhes explica a lição.

B. *Express in Portuguese:* to find it; do we get up? your book; his book; you do not have it; I have it; they find it; it is two o'clock; at half-past three.

C. *Write in Portuguese:* 1. John is not at home; he is at a friend's house. 2. Your house is heated by steam, but ours is heated by hot air. 3. Maria likes to prepare the meals and wash the dishes. 4. The meals are cooked in the kitchen. 5. What time is it? It is a quarter past seven in the morning. 6. We have the Portuguese lesson at ten minutes to nine. 7. What is your name? My name is Louis, and this man's name is John. 8. Are you well? No, I am ill, and I wish to call the doctor. 9. Mary is good; she is a hard worker and prepares her lessons. 10. You father is a doctor and mine is a professor. 11. We like our professor very much because he explains to us all the difficulties in the lessons. 12. Our house is in the city, but your house is in the country. 13. This dog is black and that one is white. 14. Please sit down, John. 15. Our servant has to work in the fields; he does not like that.

LESSON XVI

122. Commands

- a) To express a direct command with **o senhor**, **a senhora**, **a senhorita**, **os senhores**, **as senhoras**, **as senhoritas**¹ as subject, the following forms of the regular verbs are used:

	SINGULAR	PLURAL
I. falar:	fale { o senhor a senhora a senhorita}	falem { os senhores as senhoras as senhoritas} speak
II. aprender:	aprenda { o senhor a senhora a senhorita}	aprendam { os senhores as senhoras as senhoritas} learn
III. partir:	parta { o senhor a senhora a senhorita}	partam { os senhores as senhoras as senhoritas} leave

- b) Some irregular verbs:

	SINGULAR	PLURAL
dar:	dê o senhor	dêem os senhores give
fazer:	faça o senhor	façam os senhores do
ter:	tenha o senhor	tenham os senhores have
trazer:	traga o senhor	tragam os senhores bring
pedir:	peça o senhor	peçam os senhores ask (for)
rever:	reveja o senhor	revejam os senhores review
ir:	vá o senhor	vão os senhores go

O **senhor**, or **os senhores**, is usually expressed once in a command as in the examples given above, but not repeated:

Preparem os senhores a segunda lição e revejam a primeira. Prepare the second lesson and review the first.

¹ Or with **Vossa Exceléncia**, **Vossa Senhoria**, **Você**, etc.

123. Position of Personal Pronoun Objects

- a) In an affirmative command the personal pronoun objects follow the verb and are attached to it by a hyphen.

Dê-me o senhor êsse livro. Dê-mo o senhor.	<i>Give me that book.</i> <i>Give it to me.</i>
---	--

- b) Personal pronoun objects precede the verb in a negative command.

Não me dê o senhor êsse livro. Não mo dê o senhor.	<i>Do not give me that book.</i> <i>Do not give it to me.</i>
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124. Meanings of *vamos*

- a) *Vamos* (from *ir*, *to go*), used in commands, means *let us go*.

Vamos à escola! Vamos trabalhar!	<i>Let us go to school.</i> <i>Let us go to work.</i>
-------------------------------------	--

- b) When followed by an infinitive, *vamos* often means no more than *let us*.

Vamos falar com ele. Vamos estudar a lição.	<i>Let us speak with him.</i> <i>Let us study the lesson.</i>
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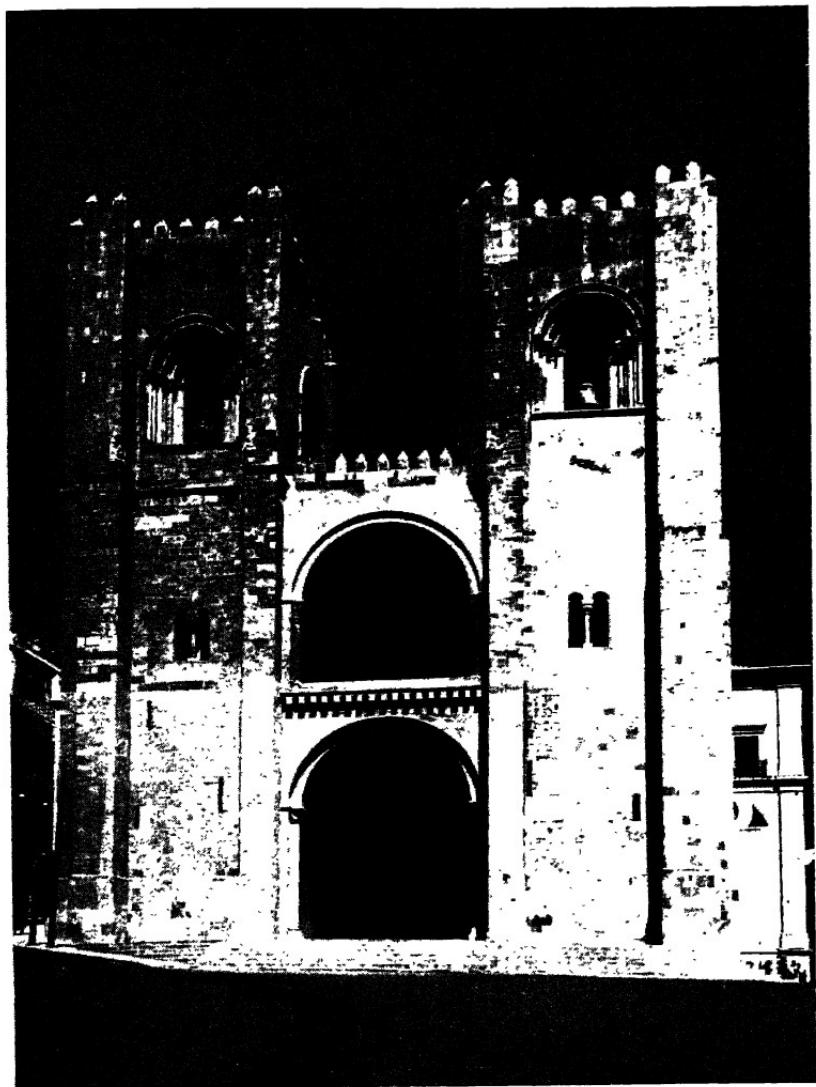
125. Cardinal Numerals¹

dezessete [diziseti]	seventeen	vinte e um (uma) [vintiú]	twenty-one
dezóito [dizóitu]	eighteen	vinte e dois (duas) [vintidois]	twenty-two
dezenove [dizinôv]'	nineteen	vinte e três [vintitres]	twenty-three
vinte [vinti]	twenty	vinte e quatro [vintiküatru]	twenty-four
		vinte e cinco [vintisíngku]	twenty-five

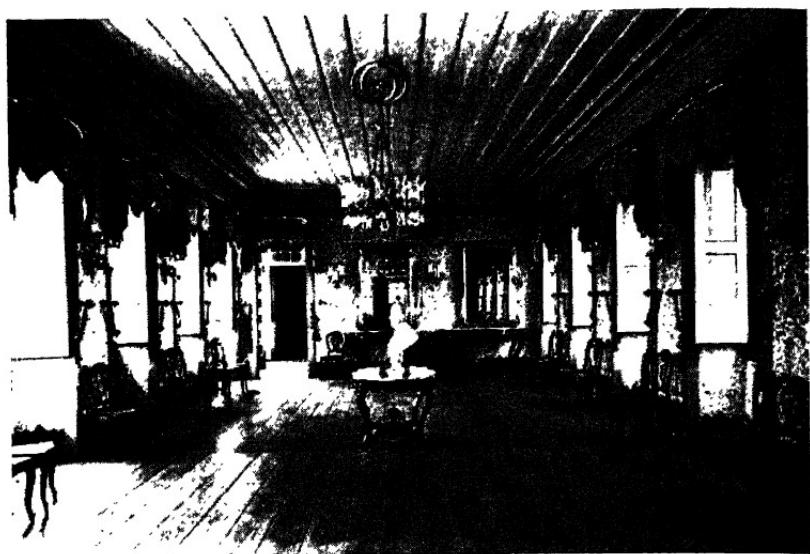
126. Present Indicative of Verbs Ending in -uzir

These verbs are inflected regularly, except that the third person singular has no final -e. Thus, *produz*.

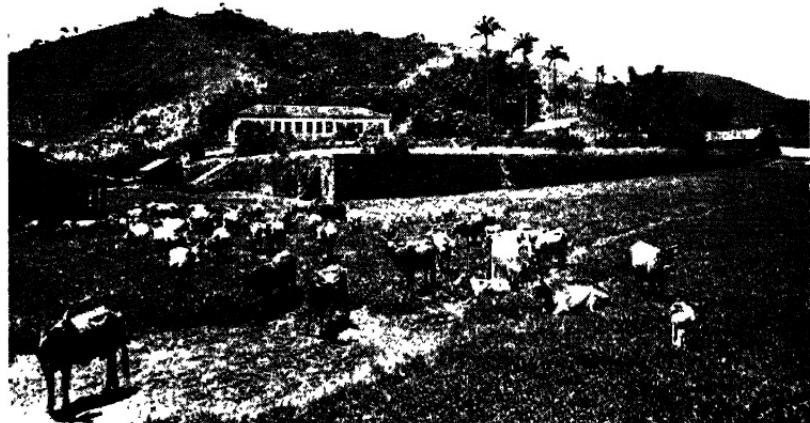
¹ Some of the "teen" numbers and the compounds of twenty and above present variations in spelling or pronunciation. Thus *dezassete*, *desessete*, etc. And the compounds may be spelled *vinte-e-um*, etc., or *vinte um*, etc.



A ANTIGA SÉ (CATEDRAL) DE LISBOA



SALA Suntuosa da FAZENDA VASSOURAS,
ESTADO DO RIO DE JANEIRO



GADO À FAZENDA VASSOURAS

127. Present Indicative of *ir* and *dizer*ir [i̯r], *to go*dizer [di̯z̩er], *to say, tell*SINGULAR

vou [vo]

vais [vai̯s̩]

vai [vai̯]

SINGULAR

digo [di̯go]

dizes [di̯z̩is̩]

diz [di̯z̩]

PLURAL

vamos [vemus̩]

ides [id̩is̩]

vão [və̯u̯]

PLURAL

dizemos [di̯zemus̩]

dizeis [di̯zei̯s̩]

dizem [di̯zei̯]

EXERCISES

àmanhã [amə̯n̩ã] <i>tomorrow</i>	o lavrador [lavrədor] <i>farmer</i>
o cacau [keka̯u̯] <i>cocoa</i>	a menina [mə̯n̩i̯nə] <i>girl</i>
o criador [kri̯edor] <i>cattle raiser</i>	o menino [mə̯ni̯nu̯] <i>boy</i>
cultivar [kultivar] <i>to cultivate</i>	a moça ¹ [mɔ̯sə] <i>young woman</i>
escutar [eskutar] <i>to listen</i> .	o moço ¹ [mosu̯] <i>young man</i>
os Estados Unidos [istaduzunidus̩] <i>the United States</i>	novo, -a [novu, novə] <i>new</i>
a fazenda [fez̩enda] <i>large farm, plantation</i>	onde [õndi̯] <i>where</i>
o fazendeiro [fez̩endei̯ru̯] <i>planter</i>	Portugal [purtugal] <i>Portugal</i>
o habitante [abit̩ant̩i] <i>inhabitant</i>	rever [ri̯ver] <i>to review</i>
hoje [oʒi̯] <i>today</i>	o trabalhador [trəbələdor] <i>borer, worker</i>
uma vez [vez] , duas vezes, etc. <i>once, twice; sometimes;</i>	
em vez de <i>instead of; faça favor de (infn.) please; prestar atenção to pay attention</i>	

A. Give the Portuguese equivalents for the following: give me; give it to her; please write this; write three exercises; write them; I tell it to them; do not tell it to them; let's read; prepare these lessons; do not prepare them.

B. Study: 1. Produz-se muito cacau no Brasil, mas não se produz em Portugal. 2. Um homem que tem uma fazenda se chama fazendeiro. 3. Um homem que trabalha nos campos chama-se trabalhador. 4. As

¹ Preferred in Brazil to rapariga and rapaz used in Portugal.

cidades do Rio de Janeiro e de São Paulo têm muitos habitantes. 5. O professor nos diz: Façam favor de prestar atenção. 6. Tenha o senhor João a bondade de passar à pedra. 7. Escreva o primeiro exercício e então apague-o. 8. A nova lição é muito difícil, e temos que estudar muito para aprendê-la. 9. O professor me diz: Feche o seu livro e escute. 10. Estudem os exercícios da segunda lição mas não os escrevam. 11. Os moços têm que trabalhar nos campos e as moças na cozinha. 12. Os meninos não trabalham porque não são fortes. 13. Si o professor diz: Sentem-se, sentamo-nos; e quando diz: Levantem-se, todos os alunos se levantam. 14. Algumas vezes um aluno passa à pedra em vez de sentar-se. 15. Então o professor lhe diz: O senhor João não presta atenção; tem que escutar bem quando eu falo. 16. O professor tem explicado duas vezes esta lição, mas ainda não posso escrever correctamente os exercícios.

C. *Answer the following questions:* 1. Que se produz no Brasil e não em Portugal? 2. Como se chama um homem que tem uma fazenda? 3. Que diz o professor quando os alunos não prestam atenção? 4. Quantas vezes tem estudado o senhor esta lição? 5. O senhor gosta de beber café ou cacau? 6. Que diz o professor a João? 7. Que me diz o professor? 8. Porque não podem os meninos trabalhar nos campos? 9. Onde trabalham as moças? 10. Há muitos habitantes nos Estados Unidos?

D. *Write in Portuguese:* 1. Go to the blackboard and write three exercises; then sit down. 2. Tomorrow review the first lesson and prepare the new lesson. 3. John, please close your book and pay attention. 4. The doctor says: "If you cannot sleep, do not drink coffee." 5. But I do not believe that. 6. I say that the students are lazy because they do not prepare their lessons. 7. I like my Uncle Louis; he has a large farm and grows (cultivates) coffee. 8. My Uncle John is a cattle raiser and has many workers on his plantation. 9. There are many cattle raisers in the United States, but coffee is not grown here. 10. Close the window and sit down in this armchair. 11. We are going to visit at a friend's house. 12. Let's study the new lesson three times and that one twice. 13. I say to the students: "Listen now, I am going to explain the difficulties." 14. Then I explain them to them and say: "Now please write the exercises correctly." 15. I say to John: "Point out the errors in the exercises that Louis has written. 16. But do not underline them." 17. Eighteen and five are twenty-three. 18. Students learn when they pay attention to the professor. 19. We have written nineteen exercises. 20. But we have to write twenty.

Leitura

Todo o homem (*every man*) deve¹ ter uma profissão² ou uma arte: numa palavra, uma ocupação³ ou modo de vida.⁴ O trabalho é um benefício⁵ para a própria saúde.⁶ O homem que trabalha é útil a si, aos seus e à sociedade⁷; e é do trabalho de todos que depende⁸ o progresso e o bem-estar geral.⁹ A única nobreza¹⁰ é a¹¹ do trabalho: um artista, um trabalhador, um lavrador, um cozinheiro, é tão¹² útil ao bem-estar geral como o sacerdote,¹³ o professor, o médico, o advogado. Mais se distingue¹⁴ o que¹⁵ mais ou melhor produz.

(Adaptado de Trinidad Coelho: *Pequeno Diccionário de profissões, etc.*)

LESSON XVII

128. Infinitives

- a) In Portuguese there are two forms of the infinitive, the impersonal and the personal. The personal infinitive is regular for all verbs and the endings are, for all conjugations: *-*, *-es*, *-*, *-mos*, *-des*, *-em*. The personal infinitives of *dar*, *ir*, and *vir* are:

<i>dar</i>	<i>darmos</i>	<i>ir</i>	<i>irmos</i>	<i>vir</i>	<i>virmos</i>
<i>dares</i>	<i>dardes</i>	<i>ires</i>	<i>irdes</i>	<i>vires</i>	<i>virdes</i>
<i>dar</i>	<i>darem</i>	<i>ir</i>	<i>irem</i>	<i>vir</i>	<i>virem</i>

- b) If the infinitive has a subject expressed or clearly understood, other than that of the main verb, the infinitive takes the personal form.

¹ *ought.* ² *profession.* ³ *occupation.* ⁴ *modo de vida, livelihood.*
⁵ *benefit.* ⁶ *própria saúde, health itself.* ⁷ *society.* ⁸ *depends.* ⁹ *bem-esthar geral, collective well-being.* ¹⁰ *única nobreza, sole nobility.* ¹¹ *that.*
¹² *as.* ¹³ *priest.* ¹⁴ *se distingue, distinguishes himself.* ¹⁵ *o que, he who.*

Ao chegarem os soldados, o povo *When the soldiers arrived, the people fled.*
fugiu.

Passei sem me verem. *I passed without their seeing me.*

1. Note that in *passei sem ver . . .*, *I passed without seeing . . .*, the subject of the infinitive would be the same as that of the main verb, *passei*.
2. The impersonal infinitive is used regularly with verbs such as *querer*, *poder*, *começar a*, etc.: *quero fazê-lo*, *I wish to do it*; *não posso crê-lo*, *I can't believe it*; etc. Even in expressions such as *deixei-os entrar*, *I let them come in*, the impersonal infinitive is generally used, since its use does not cause the slightest ambiguity.

- c) Some verbs require a preposition before a subordinate infinitive, but many do not.

João aprende a ler.	<i>John is learning to read.</i>
Começa a escrever.	<i>He is beginning to write.</i>
Ensina-me a falar português.	<i>He teaches me to speak Portuguese.</i>
Tratamos de estudar.	<i>We try to study.</i>
Não penso entrar.	<i>I do not intend to go in.</i>
Não quero almoçar.	<i>I do not wish to breakfast.</i>
Prefere o senhor tomar café?	<i>Do you prefer to take coffee?</i>
Pode o senhor fazê-lo?	<i>Can you do it?</i>

- d) After a preposition, the infinitive is regularly used in Portuguese instead of the present participle (gerund).

Antes de (Depois de) comer.	<i>Before (After) eating.</i>
Estou cansado de estudar esta lição.	<i>I am tired of studying this lesson.</i>

- e) Portuguese *ao + infinitive* is equivalent in English to *on + present participle (gerund)*.

ao entrar no restaurante	<i>on going into the restaurant</i>
ao ler a carta	<i>on reading the letter</i>

129. Present Indicative of *fazer* and *vir*

fazer [fezə], to do

SINGULAR

faço [fasu]
fazes [fazis]
faz [faz]

PLURAL

fazemos [fezemus]
fazeis [fezelis]
fazem [fazē]

vir [vir], to come

SINGULAR

venho [venu]
vens [vē̄s]
vem [vē̄]

PLURAL

vimos [vimus]
vindes [vindis]
vêm or veem [vē̄, vē̄ei]

The command forms for *vir* are *venha* and *venham*.

EXERCISES

acabar [akabər] <i>to finish; — de have just</i>	entrar em [ẽntrar ē̄i] <i>to enter, go in, come in</i>
antes de [ẽntiz d̄i] (prep.) <i>before</i>	a faca [fak̄e] <i>knife</i>
a batata [batat̄a] <i>potato</i>	fazer [fez̄er] <i>to do, make</i>
o bife [bif̄i] <i>beefsteak</i>	o garçao [gars̄əu] <i>waiter</i>
o cardápio [kardap̄iu] <i>bill of fare, menu</i>	o garfo [garfu] <i>fork</i>
a chávena [čav̄en̄a] <i>cup</i>	o guardanapo [gúardenapu] <i>napkin</i>
a colher [kuł̄er] <i>spoon</i>	o prato [pratu] <i>dish, plate</i>
começar [kum̄isar] <i>to begin</i>	sem [sē̄i] <i>without</i>
como [kōmu] <i>as</i>	a sobremesa [sobr̄imezs̄] <i>dessert</i>
compreender [kōm̄pr̄iend̄er] <i>to understand</i>	a sopa [sop̄a] <i>soup</i>
o copo [kop̄u] <i>glass</i>	tratar (de) [tret̄ar] <i>to try</i>
depois de [d̄ipoiz d̄i] <i>after</i>	a vaca [vak̄a] <i>cow; carne de — or</i>
em seguida [ē̄i siȝid̄a] <i>then, next</i>	rosbife [rosbif̄i] <i>beef</i>
	o vinho [viju] <i>wine</i>

SOME IDIOMATIC EXPRESSIONS

tornar a . . . to . . . again: Torna a falar. *He speaks again.*

Vá o senhor escrevê-lo. *Go and write it.*

Venha o senhor ver-me. *Come and see me.*

Acaba de estudar. *He has just studied.*

A. *Give the Portuguese equivalents for the following:* I write again; we have just finished eating; go and do it; come and visit us; without our speaking; on saying this; we learn to speak; I do not want to write; they intend to come; I am trying to find it; he is beginning to understand.

B. *Study:* 1. Ao entrarem os alunos no restaurante, sentam-se a uma mesa. 2. Dois dos alunos são moços e duas moças. 3. O garçao lhes dá o cardápio e êles começam a lê-lo. 4. Um aluno diz ao garçao: Venha

a esta mesa. Temos garfos, pratos, colheres e facas, mas não temos guardanapos. 5. O garção lhes traz (*brings*) as coisas que não têm, e então começam a ler o cardápio. 6. Uma aluna diz que deseja sopa, bife, pão e uma sobremesa. 7. Os alunos desejam água em vez de leite. 8. Em seguida dizem ao garção que querem tomar uma chávena de café com leite. 9. O garção lhes diz que podem tomar o café depois de comerem êles a sobremesa. 10. Antes de levantar-se da mesa, uma das moças pede um copo de água, e o garção dá-lha. 11. Todos dizem que gostam de comer naquele restaurante. 12. Uma das moças diz: Vamos estudar as nossas lições para hoje. 13. Têm estudado antes de ir comer, e agora tornam a estudar. 14. Vão à escola, e ao entrarem na aula falam com o professor de inglês. 15. O professor acaba de almoçar no mesmo restaurante e diz que ele também gosta de comer nêle. 16. Depois de falarem um pouco, o professor trata de ensinar-lhes a lição. 17. No Brasil bebe-se muito vinho.

C. *Answer the following questions:* 1. Que fazem os alunos ao entrarem no restaurante? 2. Quantas são moças? 3. Quem lhes dá o cardápio? 4. Que diz um dos alunos ao garção? 5. Que faz o garção? 6. Que deseja uma das alunas? 7. Que tomam depois de comer a sobremesa? 8. Que pede uma das moças antes de levantar-se da mesa? 9. Em seguida que vão fazer? 10. O senhor gosta de comer num restaurante? 11. O senhor gosta de beber café com leite ou café sem leite? 12. Com que come-se a sopa? a carne? 13. Bebe-se muito vinho nos Estados Unidos?

D. *Write in Portuguese:* 1. On entering the school, we begin to study our lessons. 2. They cannot learn without listening to the professor. 3. Come and sit down in this chair. 4. What are you doing? 5. I have just written a letter to my aunt. 6. Now we are trying to learn the new lesson for tomorrow. 7. Then we are going to take a cup of coffee in the restaurant. 8. The waiter gives us the bill of fare and we begin to read it. 9. He also gives us a knife, a fork, a plate, a spoon, and a napkin. 10. As all the Portuguese take coffee at their meals (*as comidas*), I ask for a cup. 11. And then I ask for potatoes and beef, and bread and butter. 12. Go to the blackboard and write exercise twenty-four. 13. This boy and girl cannot drink coffee; they have to drink warm milk. 14. Sometimes the professor explains the lesson to us without our understanding. 15. But I am going to try to understand these lessons. 16. In the United States wine is not drunk a great deal. 17. Do you like beef-steak?

Leitura

O rato¹ é um animal muito interessante e engraçado²; e não obstante³ êle ser o mais incômodo e atrevido⁴ dos nossos vizinhos,⁵ gostamos dêle, porque a sua viveza⁶ e inteligência não deixam⁷ de fazê-lo simpático.⁸ Mas não estimamos⁹ o rato porque é guloso e prejudicial¹⁰: além de¹¹ comer tudo o que acha, e de furtar¹² para levar aos seus filhos, parece¹³ que tem o prazer¹⁴ de destruir¹⁵ o que pode achar, e não há nada que resista¹⁶ ao seu dente afiado.¹⁷ As mulheres não gostam dos ratos.

LESSON XVIII

130. *Imperfect and Preterite Indicative*

- a) Portuguese has in the indicative mood two simple past tenses (besides the pluperfect) where English has one. These Portuguese tenses are the imperfect (or past descriptive) and the preterite (or past absolute).
- b) The inflectional endings of these tenses are:

IMPERFECT	I.	-ava, -avas, -ava, -ávamos, -áveis, -avam
	II. and III.	-ia, -ias, -ia, -íamos, -íeis, -iam
PRETERITE	I.	-ei, -aste, -ou, -ámos, -astes, -aram
	II.	-i, -este, -eu, -emos, -estes, -eram
	III.	-i, -iste, -iu, -imos, -istes, -iram

¹ *rat.* ² *droll.* ³ *não obstante*, *in spite of.* ⁴ *incômodo e atrevido*, *troublesome and bold.* ⁵ *neighbors.* ⁶ *liveliness.* ⁷ *fail.* ⁸ *charming*, *likable.* ⁹ *esteem.* ¹⁰ *guloso e prejudicial*, *greedy and harmful.* ¹¹ *além de*, *besides.* ¹² *steal.* ¹³ *it appears.* ¹⁴ *pleasure.* ¹⁵ *destroy.* ¹⁶ *resists.*
¹⁷ *dente afiado*, *sharp tooth.*

IMPERFECT

falar

I spoke, was speaking, etc.

SINGULAR	PLURAL
falava [fəlava]	falávamos [fəlavemus]
falavas [fəlavəs]	faláveis [fəlaveis]
falava [fəlava]	falavam [fəlavəm]

aprender

I learned, was learning, etc.

SINGULAR	PLURAL
aprendia [əprēndiə]	aprendíamos [əprēndiəmus]
aprendias [əprēndiəs]	aprendíeis [əprēndiəis]
aprendia [əprēndiə]	aprendiam [əprēndiəm]

partir

I left, was leaving, etc.

SINGULAR	PLURAL
partia [pərtiə]	partíamos [pərtiəmus]
partias [pərtiəs]	partíeis [pərtiəis]
partia [pərtiə]	partiam [pərtiəm]

PRETERITE

falar

I spoke, did speak, etc.

SINGULAR	PLURAL
falei [fəleɪ]	falámos ¹ [fəlamus]
falaste [fəlasti]	falastes [fəlastis]
falou [fəlo]	falaram [fəlarəm]

aprender

I learned, did learn, etc.

SINGULAR	PLURAL
aprendi [əprēndi]	aprendemos [əprēndemus]
aprendeste [əprēndesti]	aprendestes [əprēndestis]
aprendeu [əprēndeū]	aprenderam [əprēnderəm]

¹ Note how the acute accent serves to distinguish the first person plural of the preterite [fəlamus], from the present [fəlemus].

partir

I left, did leave, etc.

SINGULAR	PLURAL
parti [pertí]	partimos [pertimus]
partiste [pertistí]	partistes [pertistís]
partiu [pertíu]	partiram [pertiréu]

All regular verbs are inflected in these tenses like *falar*, *aprender*, and *partir*.

131. *The Irregular Verbs ser and ter*

IMPERFECT

I was, used to be, etc.

SINGULAR	PLURAL	SINGULAR	PLURAL
era [ẽrə]	éramos [ẽremus]	fui [fui]	fomos [fõmus]
eras [ẽrss]	éreis [ẽreis]	foste [fostí]	festes [fostís]
era [ẽrə]	eram [erẽu]	foi [fɔi]	foram [forẽu]

IMPERFECT

I had, used to have, etc.

SINGULAR	PLURAL	SINGULAR	PLURAL ¹
tinha [tih̥a]	tínhamos [tih̥emus]	tive [tiv̥i]	tivemos [tiv̥emus]
tinhas [tih̥as]	tínheis [tih̥eis]	tiveste [tivestí]	tivestes [tivestís]
tinha [tih̥a]	tinham [tih̥eū]	teve [tev̥i]	tiveram [tiverẽu]

PRETERITE

*I had, did have, etc.*132. *Uses of the Imperfect and Preterite*

- a) When the English simple past tense expresses an action or state as of indefinite duration, it is equivalent to the Portuguese imperfect.

When it expresses an action or state as definitely past, it is equivalent to the Portuguese preterite.

¹ Note that the stressed e of the flexional endings of the preterite of *ter* is open, as in *tiveste* [tivestí], *tivemos* [tivemus], etc. The e is thus open in all preterites that have a different stem from that of the infinitive, that is, in the so-called "strong preterites." In the regular verbs of the second conjugation the e is close, as in *aprendeste* [apréndestí], *aprendemos* [apréndemus], etc.

Era verdade. *It was true* (it may have been true long before and may still be true).

Foi verdade. *It was true* (it was true at the time to which the speaker refers).

- b) In narrations the Portuguese imperfect is used to describe the conditions or circumstances which prevailed when something happened, while the preterite is used to tell what happened.

Chovia quando chegámos. *It was raining when we arrived.*

In this use the imperfect is best translated by *was*, etc., + the present participle, as in the sentence above.

- c) The Portuguese imperfect is also used to tell what was customary or habitual.

Quando eu era aluno desta escola, *When I was a student in this school,*
estudava muito. *I studied (used to study, would study)*
much.

In this use the imperfect is often best translated by *used to* or *would* + the infinitive, as in the sentence above.

EXERCISES

buscar [buskar] *to get; ir —, go
and get*

chegar [čigar] *to arrive* (see
§ 281, d)

chover [čuver] *to rain*

encontrar [ěnkõntrar] *to meet, find*
a estação [istesžü] *season (of year)*

o estio [istiü] } *summer*
o verão [vřežü] } *summer*

o inverno [ivernu] *winter*

nunca [nūŋkə] *never*
ontem [õntē] *yesterday*

o outono [otonu] *autumn*
perguntar [přrgüntar] *to ask*

preferir [prifirir] *to prefer*

a primavera [primevərə] *spring*
qual [kňal] *which?*

que [ki] (*conj.*) *that*

responder [rrispōnder] *to answer,
reply*

ter . . . anos *to be . . . years old:* Quantos anos tem o senhor? *How old
are you?* Tenho dezesseis anos. *I am sixteen years old.*

A. *Express in Portuguese:* we were studying; he taught the lesson;
I used to work; I did not find it; we speak; we spoke; we used to have;
he was old; we had; it was raining.

B. *Study:* 1. Ao entrar na casa, João sentou-se numa cadeira. 2. Per-guntou a Maria: Quantos anos tem a sua amiga Ana? 3. Maria lhe respondeu que tinha quinze anos. 4. Então João diz: Chovia quando entrei na casa, mas agora não chove. 5. Pensava ir estudar a nova lição, mas prefiro tocar piano. 6. As quatro estações são: a primavera, o verão, o outono, e o inverno. 7. No verão é muito quente e no inverno é muito frio. 8. Meu pai chegou ontem às dez da noite. 9. Quando eu vivia com meu tio na sua fazenda, trabalhava nos campos. 10. João escreveu os seus exercícios e em seguida se deitou. 11. Onde está o meu livro? Procurava-o mais não o achei. 12. Aqui está. Venha buscá-lo. 13. Encontrei o professor na escola e falei com ele. 14. Meu tio tinha uma fazenda e cultivava café, mas agora não a tem. 15. O professor lhes perguntou onde estavam ontem, e eles responderam que estavam em casa dum amigo. 16. Ao responderem isso, o professor começou a ensinar a lição.

C. *Answer the following questions:* 1. Onde se sentou João? 2. Que pergunta a Maria? 3. Que respondeu ela? 4. Chovia quando o senhor chegou à escola? 5. Quais são as quatro estações? 6. Qual estação prefere o senhor? 7. Quantos anos tem o senhor? 8. A que horas se levantou o senhor esta manhã? 9. A que horas vai deitar-se? 10. Onde está o livro do senhor? 11. Quem tinha uma fazenda? 12. Que produzia-se nessa fazenda?

D. *Write in Portuguese:* 1. I never found the pencil I was looking for. 2. When I was a student I used to study a great deal. 3. All [the] professors say that to their students, but do the students believe that? 4. I intended to study my lessons yesterday, but I visited at a friend's house. 5. He asked me how old I was, but I did not answer him. 6. Young ladies do not like to say how old they are. 7. I prefer the spring because it is not too (*muito*) hot and not too cold. 8. You never replied to the letters that I wrote you. 9. I intended to answer but I was sick. 10. Write the exercises on the board and study lesson eighteen for to-morrow. 11. Please reply to this letter that I have just written. 12. Did you use to like the professor when you were a student? 13. When it rained we would not work in the fields. 14. We like to eat the things that our cook prepares. 15. But these potatoes are not good; she cooked them yesterday. 16. We cannot understand the lessons without studying. 17. After talking with the professor, the students went home. 18. On arriving home, they ate some bread and drank some milk. 19. They were studying when their father arrived.

Leitura

Cristóvão Colombo¹ descobriu o Novo Mundo no dia 12 de outubro² de 1492. Depois da sua primeira viagem fêz³ três outras ao Novo Mundo. Tinha cinqüenta⁴ e seis anos quando fêz a quarta viagem. Não tinha já o vigor da juventude,⁵ estava doente e também tinha muitos inimigos⁶ no Novo Mundo. Muito doente voltou a Espanha e foi a Valadolid, onde se achava a corte⁷ e onde morreu pouco depois.

LESSON XIX

133. Pluperfect Indicative, Compound Form

- a) The most usual way of forming the pluperfect tense in Portuguese is by the combination of the imperfect indicative of ter with the past participle of the verb in question. This is called the compound pluperfect, and corresponds to the English pluperfect (past perfect).

I had spoken, etc.

tinha falado	tínhamos falado
tinhas falado	tínheis falado
tinha falado	tinham falado

- b) The pluperfect is generally used to express an action that is prior to another past action.

Tinha chovido quando chegámos. *It had rained when we arrived.*

134. Simple Pluperfect Indicative

- a) Besides the compound form, the Portuguese also has a simple form of the pluperfect, which is less used conversationally.

¹ Cristóvão Colombo, Christopher Columbus. ² October. ³ fêz, pret. of fazer. ⁴ fifty. ⁵ youth. ⁶ enemies. ⁷ court.

The simple pluperfect indicative is formed by cutting off the -ram ending of the third person plural of the preterite, and adding the endings: -ra, -ras, -ra, -ramos, -reis, -ram.

Note that the vowel just preceding the endings is accented throughout, and that in the first and second persons plural a written accent is required. The first and third conjugations have the acute, and the second (and *ser*, *ir*) have the circumflex.

SIMPLE PLUPERFECT INDICATIVE

falar

3RD PERS. PL.	SINGULAR	PLURAL
fala-ram	falara [felare] falaras [felares] falara [felare]	fálaramos [felaremus] faláreis [felareis] falaram [felarəm]

aprender

	SINGULAR	PLURAL
aprende-ram	aprendera [sprénderas] aprenderas [sprénderes] aprendera [sprénderas]	aprendêramos [sprénderemus] aprendêreis [spréndereis] aprenderam [sprénderəm]

partir

	SINGULAR	PLURAL
parti-ram	partira [pertire] partiras [pertires] partira [pertire]	partíramos [pertiremus] partíreis [pertireis] partiram [pertirəm]

ser and ir

	SINGULAR	PLURAL
fo-ram	fôra [forɔ̄] foras [forɔ̄s] fôra [forɔ̄]	fôramos [foremus] fôreis [foreis] foram [forəm]

- c) The simple pluperfect has the same meaning as the compound form.

Chovera quando chegámos.

It had rained when we arrived.

EXERCISES

a avenida [əvínide] *avenue*
 bonito, -a [bunito, -a] *pretty, beautiful*
 a capital [kəpital] *capital city*
 cheio, -a [ʃeiu, -a] *full*
 o edifício [edifisiu] *building*
 o estado [istadu] *state*
 grande [grēndi] *large, great*

o jardim [zardi] *garden*
 lindo [lindu] *nice, pretty*
 o número [numíru] *number*
 o país [país] *country, nation*
 o porto [portu] *port*
 a rua [rrua] *street*
 vestir [vistir] *to put on (clothing); —se get dressed, dress oneself*

há (with expressions of time) *ago*: há oito (quinze) dias *a week (two weeks) ago*; ir fazer compras *to go shopping*

A. Give the Portuguese equivalents for the following: two weeks ago; he had not arrived; I am going shopping; they had written; they wrote; they were writing; on their arriving; he has just got dressed; it had rained.

B. Study: 1. Vivemos numa casa grande na cidade de São Paulo, Brasil. 2. A nossa casa é número vinte e três, Avenida Paulista. 3. São Paulo é uma cidade grande; é a capital do estado de São Paulo. 4. O Rio de Janeiro é a capital do Brasil. 5. Em São Paulo há muitos edifícios grandes e jardins bonitos. 6. A cidade de Santos é o porto de São Paulo. 7. Quando são sete horas em Nova-York são nove horas no Rio de Janeiro. 8. E quando têm inverno nos Estados Unidos, têm verão no Brasil. 9. Antes de chegarmos aqui, tinha chovido. 10. Depois de levantar-me, visto-me e vou fazer compras. 11. Em seguida torno para casa e estudo um pouco. 12. Antes de dez horas da noite tinha estudado todas as lições e deitei-me. 13. O Brasil tem vinte estados e o nosso país tem quarenta e oito (48). 14. Vivêramos no Rio de Janeiro antes de viver em São Paulo. 15. Quando eu estou cansado de estudar, bebo um copo de leite frio e torno a estudar. 16. Minha mãe tinha escrito uma carta a meu pai, mas ele não a recebeu.

C. Answer the following questions: 1. Em qual cidade vive o senhor? 2. Como se chama a rua onde vive? 3. Qual é o número da sua casa? 4. Quando são dez horas da noite em Nova-York que horas são no Rio de Janeiro? 5. Quando temos primavera no nosso país, qual estação têm no Brasil? 6. A que horas se levanta o senhor? 7. Que faz então? 8. Quem vai fazer compras na sua família? 9. O senhor tinha estudado esta lição antes de ir à escola? 10. Quantos estados há no Brasil?

11. Qual cidade é a capital do Brasil? 12. Qual cidade é a capital dos Estados Unidos?

D. *Write in Portuguese:* 1. The streets are full of men and women. 2. We are going shopping in the city. 3. I had studied all my lessons before going to bed. 4. We had eaten dinner before he arrived. 5. It was raining yesterday when we visited our friends. 6. He arrived here a week ago. 7. He had written twice that he was ill, but we did not reply. 8. We did not receive his letters because we were not at home. 9. We used to like to live in Rio de Janeiro because it is a large city. 10. São Paulo is also a large city and has many nice buildings. 11. A great deal of coffee is produced in the state of São Paulo. 12. Coffee was never produced in the United States.

Leitura

Foi Pedro Alvares Cabral quem descobriu o Brasil. Cabral nasceu¹ em Lisboa, e era um grande navegador² português. Dom Manuel I, rei de Portugal, mandou³-o à Índia com uma grande armada. Partiu Cabral de Lisboa no dia 9 de março⁴ de 1500, mas durante a viagem uma grande tempestade⁵ se levantou. Em vez de ir à Índia, Cabral chegou, no dia 24 de abril⁶ de 1500, a uma terra desconhecida⁷: era o Brasil. Pouco depois, continuou a viagem para a Índia, e quando voltou a Portugal, D. Manuel concedeu⁸-lhe muitas honras,⁹ mas nunca mais utilizou¹⁰ os seus serviços.¹¹ Cabral morreu esquecido¹² em Santarem em 1520 ou 1526. Os habitantes do Rio de Janeiro lhe levantaram um monumento no século dezenove.

¹ was born. ² navigator. ³ sent. ⁴ March. ⁵ storm. ⁶ April.

⁷ terra desconhecida, unknown land. ⁸ granted. ⁹ honors. ¹⁰ used.

¹¹ services. ¹² forgotten.

*LESSON XX*135. *Inflection of Adjectives* (Review § 66)

By exception, the following adjectives ending in a consonant add **-a** to form the feminine:

- a) Adjectives ending in **-or** (not including comparatives in **-or**).

um homem cortês mas falador	<i>a polite but talkative man</i>
uma mulher cortês mas faladora	<i>a polite but talkative woman</i>

- b) Adjectives of nationality.

um moço português	<i>a Portuguese boy</i>
uma moça portuguesa	<i>a Portuguese girl</i>
um médico espanhol	<i>a Spanish physician</i>
uma professora espanhola	<i>a Spanish teacher (f.)</i>

136. *Article with Name of Language*

When an adjective of nationality denotes the language, it is masculine and usually takes the definite article.

O português não é fácil.	<i>Portuguese is not easy.</i>
Estudamos o português.	<i>We are studying Portuguese.</i>

But the article may be omitted when the name of a language immediately follows *falar* or is used with *em*:

O senhor fala português?	<i>Do you speak Portuguese?</i>
Está escrito em português.	<i>It is written in Portuguese.</i>

Note also such idiomatic expressions as *uma lição de francês*, *a French lesson*; *um exercício de espanhol*, *a Spanish exercise*.

137. *Remarks on Imperfect*

Most verbs classified as irregular form the imperfect indicative regularly. Thus, this tense is regular in the irregular verbs *estar*, *poder*, *querer* (*estava*, *podia*, *queria*).

The imperfect indicative of *ler*, *to read*, is: *lia*, *lias*, *lia*, *liamos*, *lîeis*, *liam*. In this tense *creír*, *to believe*, is inflected like *ler*.

138. *Preterite of ler, estar, poder, and querer*

ler

I read, did read, etc.

SINGULAR	PLURAL	SINGULAR	PLURAL
li [li]	lêmos [lemos]	estive [istivi]	estivemos [istivemos]
lêste [lesti]	lêstes [lestis]	estiveste [istivesti]	estivestes [istivestis]
leu [leu]	leram [lerêu]	esteve [istevi]	estiveram [istiverêu]

estar

I was, etc.

SINGULAR PLURAL

li [li]	lêmos [lemos]	estive [istivi]	estivemos [istivemos]
lêste [lesti]	lêstes [lestis]	estiveste [istivesti]	estivestes [istivestis]
leu [leu]	leram [lerêu]	esteve [istevi]	estiveram [istiverêu]

poder

I could, was able to, etc.

SINGULAR PLURAL

pude [pudi]	pudemos [pudemus]
pudeste [pudesti]	pudestes [pudestis]
pôde [podi]	puderam [puderêu]

querer

I wished, did wish, etc.

SINGULAR PLURAL

quis [kis]	quisemos [kizemus]
quiseste [kizesti]	quisestes [kizestis]
quis [kis]	quieram [kizerêu]

139. *Simple Pluperfect of estar, poder, and querer*

estar: estiver-a, -as, -a, '-amos, '-eis, -am

poder: puder-a, -as, -a, '-amos, '-eis, -am

querer: quiser-a, -as, -a, '-amos, '-eis, -am

140. *Present Indicative of ver [ver], to see*

SINGULAR PLURAL

vejo [veju]	vemos [vemus]
vês [ves]	vêdes [vedis]
vê [ve]	vêem [vêei]

EXERCISES

brasileiro, -a [brazilēru, -a]	formoso, -a [furmozu, furmoze]
<i>Brazilian</i>	<i>handsome</i>
o chapéu [čapeu] <i>hat</i>	francês, -a [frēses, -ze] <i>French</i>
comprar [kōmprar] <i>to buy</i>	Isabel [izəbel] <i>Elizabeth, Betty</i>
cortês [kurtes] <i>polite</i>	a loja [loža] <i>shop, store</i>
custar [kustar] <i>to cost</i>	mais [maís] <i>more</i>
depressa [dipreſsa] <i>fast, quickly</i>	por [pur] <i>by, for, in exchange for</i>
devagar [divegar] <i>slowly</i>	quase [küaz] <i>almost</i>
a empregada [ēmprigadə] <i>clerk,</i> <i>saleswoman</i>	que, do que [ki, du ki] <i>than</i>
o empregado [ēmprigadu] <i>clerk,</i> <i>salesman</i>	que, o que? <i>what?</i>
	vender [vēnder] <i>to sell</i>

Bom dia or Bons dias! *Good day!* Como está (passa, vai) o senhor?
How are you? Muito obrigado, -a. *Much obliged, thanks.* Pois
não! *Certainly!*

A. *Give the Portuguese equivalents for the following:* we speak English; a polite woman; he was here yesterday; he could not go; a Spanish girl; Portuguese is difficult; he had been here; they read (*past*) the letter; an English lesson; I wished to go to bed.

B. *Study:* 1. Como João perdeu o seu chapéu, quer comprar um novo chapéu. 2. Procurava uma loja quando encontrou o seu amigo Luiz. 3. João lhe diz: Procuro uma loja mas não a encontro. 4. Luiz responde: Venha comigo. Penso que há uma loja naquela rua. 5. Os dois amigos entraram na loja; o empregado os vê. 6. Ele perguntou a João: O que deseja o senhor? 7. João respondeu: Vendem-se chapéus nesta loja? Quero comprar um que não custa muito. 8. O empregado: Este chapéu é muito formoso, não é assim? 9. João: Não gosto; faça favor de buscar aquele que está na janela. 10. O empregado: Pois não! Este é um bom chapéu, e o senhor vê que é muito formoso. 11. João: Quanto custa esse chapéu? 12. O empregado: Este chapéu custa vinte e cinco cruzeiros.¹ 13. João: Mas, homem! é muito por um chapéu, não é? 14. O empregado: Não, senhor, por um chapéu como este não é muito; eu digo que é muito pouco. Este mesmo chapéu custa quarenta cruzeiros nos Estados Unidos. 15. João: Bem, tomo-o; e dá os vinte e cinco cruzeiros ao empregado. 16. Na rua, João diz a Luiz: O chapéu custou mais do que queria pagar (*pay*), mas tive que comprá-lo.

¹ Brazilian monetary unit.

C. Answer the following questions: 1. Porque tem João que comprar um chapéu? 2. Que procurava? 3. Quem encontrou êle? 4. Que lhe diz Luiz? 5. Quem os vê? 6. Gosta João do primeiro chapéu? 7. Qual chapéu buscou o empregado? 8. Quanto custa êsse chapéu? 9. Pensa João que é muito por um chapéu? 10. Que lhe diz então o empregado? 11. Tomou-o João? 12. Quanto custou o chapéu do senhor? 13. Onde comprou-o? 14. Como se chama um homem que trabalha numa loja?

D. Write in Portuguese: 1. Do you see that pretty girl? 2. She is a Brazilian and is very polite. 3. Her mother is Portuguese. 4. You talk very fast; please talk more slowly. 5. Good day, Miss Isabel. How are you today? 6. I am very well, thanks. And how is your father? 7. He is not very well. He was ill yesterday. 8. The hat had cost more than he had desired. 9. He was reading this book when we arrived. 10. I read it a week ago and I found it very difficult to understand. 11. He had gone to Rio de Janeiro a week ago, and yesterday he was in São Paulo. 12. This morning he was trying to find a store, but he could not. 13. It was almost ten o'clock when they entered the store. 14. John wanted to buy a hat because he had lost his. 15. This hat costs more in the United States than in Brazil. 16. He works in a store where they sell hats.

Leitura

A mãe do Joãozinho¹ o mandou² à padaria³ para comprar pão. O Joãozinho chegou à padaria e pediu dois quilogramas⁴ de pão ao padeiro.⁵ O padeiro lhe deu⁶ o pão e falou-lhe assim:

— O pão pesa⁷ um pouco menos de dois quilogramas, mas assim será⁸ mais fácil para levar.

O Joãozinho tomou o pão e deu algum dinheiro⁹ ao padeiro, que lhe disse¹⁰:

— Mas não me tem dado bastante¹¹ dinheiro.

— Não, — disse o Joãozinho, — mas assim será mais fácil para contar.

¹ Johnny. ² sent. ³ bakery. ⁴ kilograms. ⁵ baker. ⁶ deu, pret. of dar. ⁷ weighs. ⁸ it will be. ⁹ money. ¹⁰ disse, pret. of dizer. ¹¹ enough.

REVIEW LESSON IV

A. *Give the English for the following:* vamos fazer compras; cheguei sem me verem; acaba de comer; faça favor de não falar; ele estudava quando entrei; estudáramos; há quinze dias; falem os senhores mais devagar; reveja o senhor a nova lição; não se produz café aqui; ela torna a escrever; vamos jantar.

B. *Give the Portuguese for the following:* give me the book; do not give it to me; give it to him; ask for a pencil; I make; on studying the lesson; he is sixteen years old; it had rained; a polite girl; a Portuguese lesson; I see; do you see? did they read? he tried to study.

C. *Write in Portuguese:* 1. The professor had begun to teach us the lesson. 2. I dressed myself before going shopping in the city this morning. 3. Review the first lesson and write exercise eighteen. 4. I cannot understand you when you talk fast; you must talk more slowly. 5. They say that they are sick and could not study the lesson. 6. I used to visit my uncle who has a plantation and I would work in the fields. 7. I was in São Paulo a week ago; there are many pretty gardens and large buildings in that city. 8. Sometimes we go to Rio de Janeiro in the spring. 9. Go write these exercises on the blackboard. 10. Before going to bed, we had written seven letters to our friends. 11. How old is that girl? 12. She says that she is eighteen, but I think that she is twenty. 13. He replied that his father had been ill. 14. I am coming to see you tomorrow. 15. May I read that book you were reading a week ago? 16. Certainly! It is more interesting than the book you are reading now.

LESSON XXI

141. Use of the Definite Article

The definite article is required:

- a) Before a noun used in a general sense to denote all of the thing or kind it names.

As mulheres amam as crianças. *Women (as a rule) love children (generally speaking).*

BUT:

Compramos flores. *We are buying (some) flowers.*

- b) Before a proper noun modified by a title or a descriptive adjective, except in direct address.

o senhor Garcia	<i>Mr. Garcia</i>
a pequena Isabel	<i>little Elizabeth</i>

BUT:

Bons dias, senhor Garcia. *Good day, Mr. Garcia.*

Note the meaning of *senhor*, *senhora*, *senhorita* or *senhorinha*, *menino*, and *menina*:

senhor, <i>Mr., sir, gentleman;</i>	senhores, <i>Messrs., sirs, gentlemen</i>
senhora, <i>Mrs., madam, lady</i>	
senhorita, <i>Miss, young lady</i>	<i>} (used in Brazil)</i>
senhorinha, <i>Miss, young lady</i>	
menino, <i>Master</i>	
menina, ¹ <i>Miss, young lady</i> (used in Portugal)	

¹ Menino, —a is used rather familiarly of younger people: *senhor* and *senhora* (or *senhora dona* before a name) are more respectful.

142. Present Indicative of saber and trazersaber [səbər], *to know*trazer [trəzər], *to bring**I know, do know, etc.**I bring, do bring, etc.*

SINGULAR

PLURAL

sei [sei]	sabemos [səbəməs]	trago [tragu]	trazemos [trəzəməs]
sabes [sabēs]	sabeis [səbēis]	trazes [trazēs]	trazeis [trəzēis]
sabe [sabi]	sabem [sabē]	traz [traz]	trazem [trəzē]

143. Imperfect Indicative of ir, vir, and verir, *to go*vir, *to come**I went, was going, etc.**I came, was coming, etc.*

SINGULAR

PLURAL

ia [iə]	íamos [iəməs]	vinha [vijnə]	vínhamos [vijnəməs]
ias [iəs]	íeis [iēis]	vinhas [vijnəs]	vínheis [vijnēis]
ia [iə]	iam [iēū]	vinha [vijnə]	vinham [vijnēū]

ver, *to see**I saw, was seeing, etc.*

SINGULAR

PLURAL

via [viə]	víamos [viəməs]
vias [vies]	víeis [viēis]
via [viə]	viam [viēū]

The imperfect of dizer, trazer, and saber is formed regularly.

144. Preterite of dizer, trazer, etc.

dizer

I said (told), did say (tell), etc.

SINGULAR

PLURAL

disse [disə]	dissemos [diseməs]
disseste [disestē]	dissestes [disestis]
disse [disə]	disseram [diserēū]

trazer

I brought, did bring, etc.

SINGULAR

trouxe [trosi]
trouxeste [troxestis]
trouxe [trosi]

PLURAL

trouxemos [trosemus]
trouxestes [troxestis]
trouixeram [troserëü]

saber

I knew, did know, etc.

ver

I saw, did see, etc.

SINGULAR

soube [sobi]
soubeste [sobestis]
soube [sobi]

PLURAL

soubemos [sobemus]
soubestes [sobestis]
souberam [soberëü]

SINGULAR

vi [vi]
viste [vistis]
viu [vitü]

PLURAL

vimos [vimus]
vistes [vistis]
viram [virëü]

ir

I went, did go, etc.

vir

I came, did come, etc.

SINGULAR

fui [fui]
foste [fostis]
foi [foi]

PLURAL

fomos [fomus]
fostes [fostis]
foram [forëü]

SINGULAR

vim [vi]
vieste [vlestis]
veio [veiu]

PLURAL

viemos [vlemus]
viestes [vlestis]
vieram [vierëü]

*Ir, to go, and ser, to be, have the same preterite. This is because ir has lost its own preterite and has borrowed that of ser. Compare with the colloquial English expression: *I was to town yesterday.**

145. *Simple Pluperfect of dizer, etc.*

dizer: disser-a, -as, -a, '-amos, '-eis, -am
trazer: trouxer-a, -as, -a, '-amos, '-eis, -am
ver: vir-a, -as, -a, '-amos, '-eis, -am
vir: vier-a, -as, -a, '-amos, '-eis, -am
saber: souber-a, -as, -a, '-amos, '-eis, -am

EXERCISES

acomodar-se [akumudar-si] to
install oneself
o bilhete [biłeti] ticket
o combóio [kõmboliu] } train
o trem [trä] }

consultar [kõsultar] to consult
a estação [istasëü] station
a estrada de ferro [istradä di ferru]
railway, railroad
o guarda [gûarda] conductor

o horário [uraríu] <i>timetable</i>	perto de [pertu dí] <i>near</i>
o jornal [zurnal] <i>newspaper</i>	saber [sáber] <i>to know</i>
junto de [zúntu dí] <i>beside, next to</i>	sair [saír] <i>to go out, leave</i>
longe [lôzí] <i>far, distant</i>	o vagão [vagão] <i>railroad car, coach</i>
o lugar [lugar] <i>place, seat</i>	o vagão-leito [leítu] <i>sleeping car</i>
parar [parar] <i>to stop</i>	o vagão-restaurante [ristaurânti] <i>dining car</i>
a partida [partida] <i>departure</i>	a viagem [viágem] <i>trip, voyage; fazer uma —, to take a trip</i>
pequeno, -a [píkenu, -a] <i>small, little</i>	viajar [víegar] <i>to travel</i>

A. *Give the Portuguese equivalents for the following:* we were coming; I saw; they had known; I know; she was going; you said; he came; she saw; we had gone; I bring; you brought; bring it; I was saying; I had seen; I had come.

B. *Study:* 1. Vamos fazer uma viagem pela estrada de ferro. 2. Temos um horário e consultamo-lo para saber a que horas sai o trem para o Rio de Janeiro. 3. Aprendemos que o trem sai da Estação do Norte às nove e um quarto da manhã. 4. Ao entrar na estação, fomos comprar bilhetes de segunda classe. 5. O comboio chegou na estação e parou. 6. Como estámos na hora da partida, entramos num vagão. 7. Acomodáramo-nos em nossos lugares antes da partida do trem. 8. A cidade de Santos é perto de São Paulo, mas o Rio de Janeiro é longe. 9. O meu amigo trouxera (tinha trazido) um jornal e começou a lê-lo. 10. Ao meio-dia fomos ao vagão-restaurante para almoçar. 11. Este trem no tem um vagão-leito porque chega ao Rio de Janeiro antes da noite. 12. Gosto muito de viajar pela estrada de ferro. 13. Este trem vai muito depressa e não pára a muitas estações. 14. Há outros trens que param a todas as estações. 15. Quinze minutos depois de sair o comboio, um homem entrou no nosso vagão e disse-me: Faça favor, senhor, de dar-me o seu bilhete. 16. Como vejo que o homem é o guarda, dou-lho.

C. *Answer the following questions:* 1. O senhor gosta de viajar pela estrada de ferro? 2. O que se consulta para saber as horas de partida dos trens? 3. De qual estação sai o comboio para o Rio de Janeiro? 4. O que tem que comprar para viajar? 5. Qual cidade é mais perto de São Paulo, o Rio de Janeiro ou Santos? 6. A que horas sai o trem para o Rio de Janeiro? 7. O que tinha trazido o amigo? 8. Onde vão os dois amigos para comer? 9. Pode dormir-se num trem? 10. Como se chama o vagão onde se dorme? 11. Pára este trem a todas as estações? 12. Quem entrou no vagão? 13. Que disse ele? 14. Que lhe dá o senhor?

D. *Write in Portuguese:* 1. There are many good railways in Brazil. 2. We came to São Paulo by train from Santos. 3. Santos is not far from São Paulo; Rio de Janeiro is much farther. 4. The conductor entered the car and took the tickets. 5. The car was full of men and women who were going to Rio de Janeiro. 6. My friend came and sat down (installed himself) in his seat beside a window. 7. At one-thirty he got up and went to the dining car to eat lunch. 8. As I was very tired I slept instead of eating. 9. I do not like to travel on trains that stop at all the stations. 10. He bought some books to read on the train. 11. Men like books, but women prefer to talk. 12. Mr. Fonseca is taking a trip to Santos and little Betty is going with him. 13. Do you want to go with me to the United States? 14. He did not know that I was going to the United States. 15. He wanted to go with us, but he could not.

Leitura

Na noite de Natal¹ vão acordar² o Joãozinho, na sua cama.

— Joãozinho! Joãozinho! acorda!³ O Pai Noel trouxe-te⁴ um irmãosinho⁵ agora de noite.⁶

— É de açúcar? — perguntou Joãozinho.

— Não.

— É de carne?

— É.

O Joãozinho deitou-se outra vez. — Então . . . bota fora.⁷

LESSON XXII

146. *Definite Article for Possessive*

When speaking of parts of the body or articles of clothing, the definite article is generally used instead of the possessive adjective.

¹ Christmas. ² to wake up. ³ wake up! ⁴ trouxe, pret. of trazer.

⁵ little brother. ⁶ agora de noite, this very night. ⁷ bota fora, throw it away.

Os meninos abriram os olhos. *The children opened their eyes.*
 Perdi o chapéu. *I lost my hat.*

1. But the possessive is generally used before the subject of a sentence:
o seu chapéu é novo, his hat is new.

2. Note the following use of ter + the name of a part of the body:

Tenho os olhos cansados. *My eyes are tired.*
 Tem as mãos muito frias. *His hands are very cold.*

147. Distributive Construction

When speaking of similar objects, one of which belongs to each member of a group, the singular is generally used in Portuguese.

Os meninos lavaram a cara e as mãos. *The children washed their faces and hands.*

(Cara is singular since each child has one, while mãos is plural since each child has two.)

Limpam os dentes com escova e pós dentífricos. *They cleaned their teeth with brushes and tooth powder.*

148. Present Indicative of pôr¹

pôr [por], *to put*

I put, do put, etc.

SINGULAR	PLURAL
ponho [poŋu]	pomos [pomus]
pões [põ̃is]	pondes [põnd̃is]
põe [põ̃i]	põe or põem, [põ̃i, põ̃ɛ̃]

149. Imperfect Indicative of pôr and dar

pôr

I put, was putting, etc.

SINGULAR	PLURAL
punha [puŋɐ]	púnhamos [puŋɐmʊs]
punhas [puŋɐs]	púnheis [puŋɐ̃s]
punha [puŋɐ]	punham [puŋɐ̃]

¹ Pôr is an irregular verb, the only one whose infinitive (including its compounds) ends in -or. Most grammarians make a fourth conjugation of pôr and its compounds. We shall consider it an irregular verb of the second conjugation as it is a contraction of the older pôer. Pôr takes an accent to distinguish it from por, for, but its derivatives have no accent mark.

dar

I gave, was giving, etc.

SINGULAR	PLURAL
dava [dave]	dávamos [davəmus]
davas [davəs]	dáveis [davəis]
dava [dave]	davam [davəm]

The imperfect of *fazer* is formed regularly.150. *Preterite of fazer, pôr, and dar*

fazer

I made (did), did make (did do), etc.

SINGULAR	PLURAL
fiz [fiz]	fizemos [fizemus]
fizeste [fizestɪ]	fizestes [fizestɪs]
fêz [fez]	fizeram [fizerəm]

pôr

I put, did put, etc.

SINGULAR	PLURAL
pus [pus]	pusemos [puzəmus]
puseste [puzestɪ]	pusestes [puzestɪs]
pôs [pos]	puseram [puzerəm]

dar

I gave, did give, etc.

SINGULAR	PLURAL
dei [dei]	demos [demus]
deste [destɪ]	destes [destɪs]
deu [deu]	deram [derəm]

All indicative tenses of *ler* and *crer* except the present are regular.151. *Simple Pluperfect of fazer, etc.**fazer: fizer-a, -as, etc.**pôr: puser-a, -as, etc.**dar: der-a, -as, etc.**ler: ler-a, -as, etc.*

152. *Present Indicative of conhecer*

conhecer [kujiſer], *to know, be acquainted with*

I know, do know, etc.

SINGULAR

conheço [kujiſeu]
conheces [kujiſeſ]
conhece [kujiſeſ]

PLURAL

conhecemos [kujiſemus]
conheceis [kujiſeſis]
conhecem [kujiſeſi]

Conhecer is really a regular verb, but it takes ç before o and a.

Most verbs ending in -cer or -cir are inflected like **conhecer** (thus, **nascer**, *to be born*).

EXERCISES

abrir [əbrir] <i>to open</i>	limpar [limpar] <i>to clean, wipe,</i> <i>dry (hands and face)</i>
acordar [əkurdar] <i>to wake up</i>	a mão [māo] <i>hand; pl. mãos</i>
a cara [kaɾa] <i>face</i>	o olho (os olhos) [oʎu, pl. ɔʎus] <i>eye</i>
conhecer [kujiſer] <i>to know, be acquainted with</i>	pôr [por] <i>to put</i>
o dente [dēnti] <i>tooth</i>	o sabão [sebəo] <i>soap; pl. sabões</i>
já [za] <i>already</i>	a semana [siməna] <i>week</i>
lavar [levaɾ] <i>to wash, clean</i>	a toalha [tuãʎa] <i>towel</i>

é hora de *it is time to or for*

DAYS OF THE WEEK

domingo [dumiŋgu] *Sunday*
segunda-feira [sɪgündə-fei̯ra] *Monday*
terça-feira [tersə—] *Tuesday*
quarta-feira [küarte—] *Wednesday*
quinta-feira [küntə—] *Thursday*
sexta-feira [seʃtə—] *Friday*
sábado [sabədu] *Saturday*

Domingo and **sábado** are masculine, the others feminine. The feminines take the definite article regularly, but the masculines only when used in a general sense.

A. *Express in Portuguese:* do they put? I was giving; what did you do? we had read; he gave; did they put? we gave; we did not put; I made; they were making; they had put; I was putting.

B. *Study:* 1. Era domingo, e João e Ana, filhos do senhor e da senhora Fonseca, dormiam nos seus quartos. 2. A mãe deles entrou no quarto de Ana e disse: Minha filha, é hora de levantar-se. 3. Ana abriu os olhos e levantou-se da cama. 4. Em seguida, os dois meninos lavaram a cara e as mãos com água e sabão. 5. Limparam-se com uma toalha e então lavaram os dentes. 6. Vestiram-se e foram tomar o primeiro almôço. 7. Como o pai não trabalha aos domingos, tomou-o com eles. 8. A mãe disse: Vocês sabem que tia Ana chegou na quinta-feira. 9. João perguntou: Posso ir visitá-la àmanhã? 10. A mãe respondeu: Você tem que ir à escola nas segunda-feiras. 11. Depois de tomar o primeiro almôço, João quis ler um livro. 12. Mas seu pai lhe disse: Já tem você os olhos cansados, e agora torna a ler. 13. Ana vê uma carta sobre a mesa e pergunta a seu pai: De quem vem essa carta? 14. O pai responde: Vem do senhor Smith que vive nos Estados Unidos. 15. Ana diz: O senhor Smith, não o conheço, não é assim? 16. O pai responde: Não, não o conhece você, porque nunca o viu; ele nunca veio ao Brasil. 17. Conheci-o quando estive nos Estados Unidos.

C. *Answer the following questions:* 1. Que dia da semana era? 2. Que faziam João e Ana? 3. Quem entrou no quarto de Ana? 4. Que disse a mãe? 5. Que fêz Ana? 6. Que fizeram então os dois meninos? 7. Com que se limpam? 8. O que fizeram antes de ir tomar o primeiro almôço? 9. O pai trabalha aos domingos? 10. O que quis fazer João? 11. Que lhe disse seu pai? 12. Quais são os dias da semana?

D. *Write in Portuguese:* 1. What do you have in your hand? 2. My uncle arrived here on Wednesday; he left Rio de Janeiro on Tuesday. 3. He put his hat on the table. 4. Is your face cold? 5. It is time to go to bed. 6. She was putting the plates on the table when I entered. 7. What did you do when he said that? 8. I was studying again when my mother called me. 9. My eyes are already tired from studying. 10. I was going to write a letter Friday, but I could not. 11. Who is that man? Do you know him? 12. I used to know him when I lived in São Paulo. 13. When he had given me the book, he left the room. 14. When did you know that he had been sick? 15. He told me this before they arrived (their arriving). 16. We used to take a trip to the city in the spring.

Leitura

Luis de Camões, o mais ilustre¹ dos poetas portugueses, nasceu² em Coimbra em 1524. A vida dêste grande homem foi cheia de aventuras e adversidades.³ Esteve pouco tempo na côrte do rei D. João III, mas partiu em 1547 para Ceuta, na África. Aí⁴ perdeu o ôlho direito⁵ numa batalha⁶ com os Moiros.⁷ Três anos depois, voltou a Portugal, teve muitos duelos,⁸ feriu⁹ um criado do Paço¹⁰ e foi condenado¹¹ a um ano de prisão,¹² durante o qual escreveu o primeiro canto dos *Lusíadas*.

(A seguir)¹³

LESSON XXIII

153. Negative Pronouns and Adverbs

a)

ninguém [nínggẽ̯] <i>no one, nobody</i>	nem [nẽ̯] <i>nor; nem . . . nem neither</i>
nada [nádə] <i>nothing</i>	. . . nor
nenhum, -a [níñú, -úmə], nenhuns,	nunca [nún̥kə] <i>never</i>
nenhumas <i>no, none</i>	

Quem veio? — Ninguém.	<i>Who came? No one.</i>
Ninguém veio.	<i>No one came.</i>
Nada tenho.	<i>I have nothing or I haven't anything.</i>

b) When such negatives follow the verb, *não* must precede it.

Não conheço ninguém em Braga.	<i>I know no one, or I do not know anyone, in Braga.</i>
Não tenho nada.	<i>I have nothing or I haven't anything.</i>
Não tenho (nem) pena nem papel.	<i>I have neither pen nor paper or I haven't either pen or paper.</i>

¹ famous. ² was born. ³ aventuras e adversidades, adventures and hardships. ⁴ there. ⁵ ôlho direito, right eye. ⁶ battle. ⁷ Moors. ⁸ duels. ⁹ wounded. ¹⁰ the Palace. ¹¹ condemned. ¹² prison. ¹³ A seguir, To be continued.

154. Orthographic Changes

According to the Portuguese system of orthography, it is sometimes necessary to change the spelling of the stem of an inflected word, to show that the pronunciation does not change.

The rules for the more common orthographic changes are:

To express sounds of:	k	kw	hard g	gw	jota	c (=s) ¹
Before -a, -o, -u, write:	c	qu	g	gu	j	ç
Before -e or -i, write:	qu	qù	gu	gù	g or j	c

sacar: saco, *I take out*; saquei, *I took out*

chegar: chego, *I arrive*; cheghei, *I arrived*

fugir: fujo, *I run away*; fugi, *I ran away*

distinguir: distingo, *I distinguish*; distingui, *I distinguished*

alcançar: alcanço, *I reach*; alcancei, *I reached*

adoecer: adoeço, *I feel sick*; adoeci, *I felt sick*

aguar: aguo, *I water*; aglêmos, *that we may water*

delinqüir: delinquo, *I am delinquent*; delinqüi, *I was delinquent*

But verbs in -jar keep j throughout: arranjar, *to arrange*; eu arranjo, *I arrange*; eu arranjei, *I arranged*.

155. Special Use of Present Tense

To express an act or state that continues from the past into the present, the present tense is used in Portuguese, while in English the present perfect is used.

Há vinte e quatro horas que este livro *está* sobre a mesa.

Há dois anos² que vive no Brasil.

This book has been on the desk for twenty-four hours.

He has lived (he has been living) in Brazil for two years (and he is still there, hence the present tense).

¹ Note that ç before a, o, u and c before e, i represent the same sound as that of initial s or intervocal ss.

² Há dois anos here means *there are two years*. With the preterite of verbs the expression is best translated *ago*, as in há dois anos que morreu, *he died two years ago*.

Compare:

Tem vivido (viveu)¹ dois anos no Brasil. *He has lived in Brazil for two years* (he is not there now, hence the perfect tense).

Similarly, if the act or state continues from one period in the past into another less remote, the imperfect tense is used in Portuguese, while in English the pluperfect is used.

Quando meu pai morreu, havia dois anos que *vivíamos* no Brasil. *When my father died we had been living in Brazil for two years.*

EXERCISES

Idioms with ter

ter	calor [kəlor] to be hot or warm (of persons)
	frio [friu] to be cold (of persons)
	(muita) fome [fɔmɪ] to be (very) hungry
	séde [sedi] to be thirsty
	sono [sonu] to be sleepy
	razão [rəzə̄u] to be right

Idioms with fazer, referring to weather (o tempo)

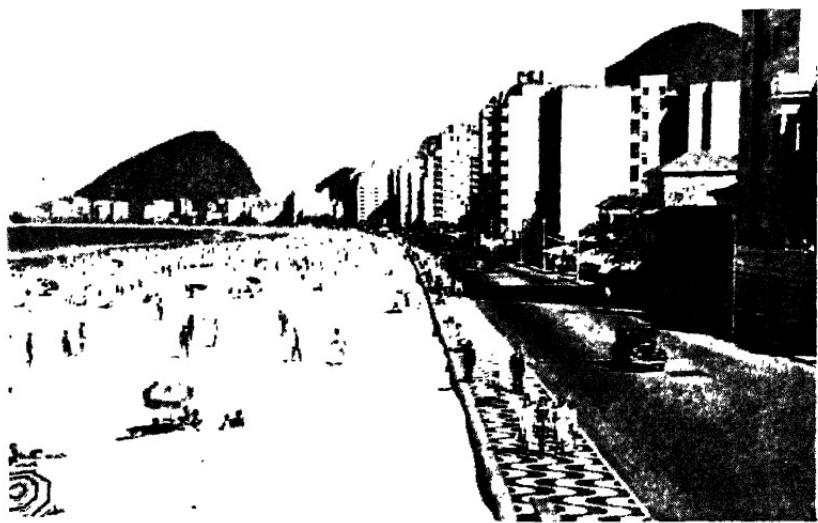
fazer	bom tempo [tēmpu] to be fine weather
	mau tempo to be bad weather
	calor to be hot or warm (of the weather)
	frio to be cold (of the weather)
	vento [vēntu] to be windy

OBSERVATIONS: To be hungry or thirsty can also be expressed by: *estar com fome, com sede.*

Note that to be hot (cold), may be expressed in three ways: ter calor (frio), meaning persons; fazer calor (frio), speaking of the weather; ser or estar quente (frio), speaking of things.

Acabar means to finish, terminate. You have learned that acabar de in the present means to have just (acaba de falar, he has just spoken);

¹ The preterite is frequently used in Portuguese where the present perfect is preferred in English.



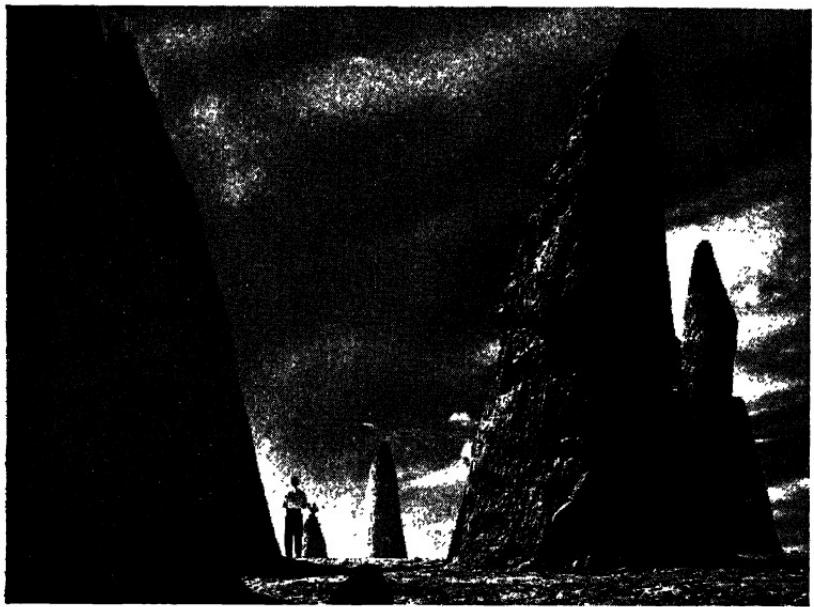
A BELA PRAIA DE COPACABANA, RIO DE JANEIRO



OUTRA VISTA DA PRAIA DE COPACABANA



O PÃO DE AÇÚCAR, VISTO DO CORCOVADO, RIO



CURIOSAS ESTALAGMITES, BELO HORIZONTE

the imperfect is equivalent to *had just* (*acobava de falar*, *he had just spoken*); and the preterite means *he stopped* (*acobou de falar*, *he stopped speaking*).

A. 1. *Write the following in Portuguese:* I paid; he began; she pays; I began; we were paying; he begins; begin (3d pers. sing. m.)

2. *Give the Portuguese equivalents for the following:* two years ago; are you hungry? (2 ways); the weather was bad yesterday; the coffee is hot; the winter is cold; it is windy today.

B. *Study:* 1. Que tempo está? 2. Agora faz bom tempo, mas ontem fêz mau. 3. Há duas horas que chove, e não podemos sair da casa. 4. O senhor não tem razão, não chove agora. 5. Fazia vento ao meio-dia. 6. O que tem o senhor na mão? Não tenho nada. 7. Não vi ninguém quando fui à cidade. 8. Havia uma hora que escrevia quando meu pai me chamou. 9. Nenhuma das moças tem (está com) fome. 10. Não gosto nem de comer quando não estou com (tenho) fome, nem de ler quando tenho os olhos cansados. 11. Ele acabava de chegar à estação quando o trem saíu. 12. Quando tenho calor, bebo um copo de água fria. 13. Há quatro dias que chegámos aqui. 14. Todos os alunos saíram da aula quando o professor acabou de falar. 15. Ele perguntou se chovia, e eu disse que não (*I said no*). 16. Eu nunca levantava-me antes de oito horas quando fazia frio.

C. *Answer the following questions:* 1. Que tempo fêz ontem? 2. Que tempo faz hoje? 3. Que faz o senhor quando tem sono? 4. Chove agora? 5. Que tempo faz na cidade onde vive o senhor? 6. O senhor tem calor?

D. *Write in Portuguese:* 1. We have been studying for two hours, but we do not yet know our lessons. 2. It was raining when they went out. 3. No one saw me when I went to the store. 4. None of the students is hungry or thirsty. 5. We had been listening for two hours when he stopped speaking. 6. She said she was thirsty and I gave her a glass of water. 7. Was it not raining when you arrived? 8. You are right; it was raining and it was cold also. 9. As the children were sleepy they went to bed at nine o'clock. 10. I do not like to eat in that restaurant; the coffee is cold and the water is warm. 11. Is it never good weather in this city? 12. Sometimes the weather is good here. 13. I have been living here for six years and it is always (*sempre*) cold. 14. You are wrong, sir, it is warm in summer.

Leitura

Em 1553 foi a Gôa, na Índia, onde tomou parte¹ em várias batalhas. De Gôa foi a Macau na China, onde escreveu mais seis cantos do poema. Durante uma viagem de Macau para Gôa Camões naufragou²; nadou³ na água com um braço e com o outro ergueu⁴ acima⁵ das vagas⁶ o manuscrito⁷ dos *Lusíadas*. Em 1569 voltou para Lisboa, e em 1572 foi publicada⁸ a primeira edição⁹ dos *Lusíadas*. Camões foi muito pobre durante os últimos¹⁰ anos da sua vida; o seu escravo¹¹ salvou-o¹² de morrer de fome¹³ esmolando¹⁴ para êle pelas ruas de Lisboa. Este grande poeta morreu em 1580, na miséria.¹⁵

LESSON XXIV

156. Future and Conditional

The future and the conditional (or past future) indicative of all regular verbs are formed by adding the following endings to the infinitives:

FUTURE: -ei, -ás, -á, -emos, -eis, -ão

CONDITIONAL: -ia, -ias, -ia, -íamos, -íeis, -iam

157. Future and Conditional of falar, aprender, and partir

I. falar

FUTURE

I shall speak, etc.

SINGULAR

PLURAL

falarei [fələ'rei]

falaremos [fələ'reməs]

falarás [fələ'rəs]

falareis [fələ'reɪs]

falará [fələ'rə]

falarão [fələ'rəʊ]

¹ part. ² was shipwrecked. ³ swam. ⁴ held up. ⁵ above. ⁶ waves.
⁷ manuscript. ⁸ published. ⁹ edition. ¹⁰ last. ¹¹ slave. ¹² saved.
¹³ hunger. ¹⁴ begging. ¹⁵ misery.

CONDITIONAL

I should speak, etc.

SINGULAR

falaria [felerie]
 falarías [feleríes]
 falaria [feleria]

PLURAL

falaríamos [feleriemus]
 falaríeis [felerieis]
 falariam [feleriēū]

II. aprender

FUTURE

I shall learn, etc.

SINGULAR

aprenderei [əprēndīrei]
 aprenderás [əprēndīras]
 aprenderá [əprēndīra]

PLURAL

aprenderemos [əprēndīremus]
 aprenderéis [əprēndīreis]
 aprenderão [əprēndīrēū]

CONDITIONAL

I should learn, etc.

SINGULAR

aprenderia [əprēndīri]
 aprenderias [əprēndīriess]
 aprenderia [əprēndīri]

PLURAL

aprenderíamos [əprēndīriemus]
 aprenderíeis [əprēndīriels]
 aprenderíam [əprēndīriēū]

III. partir

FUTURE

I shall leave, etc.

SINGULAR

partirei [pertirei]
 partirás [pertiras]
 partirá [pertira]

PLURAL

partiremos [pertiremus]
 partireis [pertireis]
 partirão [pertireū]

CONDITIONAL

I should leave, etc.

SINGULAR

partiria [pertiria]
 partirias [pertiries]
 partiria [pertiria]

PLURAL

partiríamos [pertiriemus]
 partiríeis [pertiriels]
 partiríam [pertiriēū]

158. *Future and Conditional of ser, estar, haver, etc.*

Most irregular verbs form the future and conditional indicative regularly. Thus the irregular verbs *ser, estar, haver, ter, ir, vir, dar, pôr, ver* form these tenses regularly.

159. *Days of the Month*

The cardinal numbers are used to express the days of the month, with the one exception of *primeiro, first*.

Primeiro, dois, três, etc., de janeiro. Em que dia chegou?	<i>First, second, third, etc., of January. On which day did he arrive?</i>
Chegou no primeiro (a dois, a três) de junho.	<i>He arrived (on) the first (the second, the third) of June.</i>

EXERCISES

ante-ontem [ə̃nt̪i-õnt̪i] <i>day before yesterday</i>	morrer [murrer] <i>to die</i>
calçar [kalsar] <i>to put on (one's shoes)</i>	nascer [naser] <i>to be born</i>
as calças [kalses] <i>trousers</i>	olhar para [ułsar] <i>to look at</i>
a camisa [kemiza] <i>shirt</i>	o paletó [palito] <i>coat</i>
cedo [sedu] <i>early, soon</i>	o passeio [paseiu] <i>walk; dar um —, to take a walk (ride)</i>
depois de àmanhã <i>day after tomorrow</i>	pensar em <i>to think about or of</i>
dia feriado [fíriadu] <i>holiday</i>	o relógio [rrłogiu] <i>clock, watch</i>
emquanto [ẽktüõntu] <i>while</i>	o sapato [sepatu] <i>shoe</i>
a gravata [gravate] <i>necktie</i>	tarde [tardi] <i>late</i>
	voltar [voltar] <i>to turn, return</i>

MONTHS OF THE YEAR

janeiro [ʒaneiru] <i>January</i>	julho [ʒułu] <i>July</i>
fevereiro [fív̪ereiru] <i>February</i>	agôsto [egostu] <i>August</i>
março [marsu] <i>March</i>	setembro [sítémbru] <i>September</i>
abril [ebril] <i>April</i>	outubro [otubru] <i>October</i>
maio [maiu] <i>May</i>	novembro [nuvémbru] <i>November</i>
junho [ʒupu] <i>June</i>	dezembro [džémbru] <i>December</i>

A quantos estamos (hoje) do mês?
Quantos são hoje?
Que dia do mês é hoje? } *What day of the month is it?
What is the date of today?*

Estamos a quatro.
 (Hoje) são quatro. } *It (Today) is the fourth.*

Estamos no primeiro.
 (Hoje) é o primeiro. } *It (Today) is the first.*

A. *Give the Portuguese equivalents for the following:* I shall study; we should write; you will read; he will be; they would see; you will go out; I should give; they will have; I shall buy; she would learn; the fifth of May; on the first of September; the thirteenth of July; on the sixteenth of February; the first of August.

B. *Study:* 1. João acordou cedo esta manhã, e olhou para o relógio para saber que horas eram. 2. Viu que eram sete horas e levantou-se em seguida da cama e começou a vestir-se. 3. Em quanto se vestia, pensava no passeio que ia dar. 4. Depois de vestir a camisa, as calças e a gravata, calça os sapatos. 5. Então veste o paletó e vai tomar o pequeno almoço. 6. Seu pai, que fazia uma viagem, voltará às dez. 7. Voltaria mais cedo, mas não há trens antes de esta hora. 8. Como hoje são sete de setembro, dia feriado no Brasil, toda a família dará um passeio. 9. Este inverno, João passará alguns dias com seu tio em Santos. 10. João nasceu a quatro de maio e sua irmã Ana nasceu a dez de outubro. 11. O seu avô morreu a quinze de junho. 12. Há três anos que morreu. 13. Depois de dar o passeio a família voltará tarde a casa. 14. Então, como estarão cansados, dormirão bem.

C. *Answer the following questions:* 1. Que dia do mês é hoje? 2. Que dia foi ontem? 3. Que dia foi ante-ontem? 4. Que dia será àmanhã? 5. Que dia será depois de àmanhã? 6. Em que dia nasceu o senhor? 7. Em que dia começa o ano? 8. Em que dia da semana estamos? 9. Foi ontem sábado? 10. Em que dias vem o senhor à escola? 11. Em que estação estamos? 12. Quais são os meses da primavera? 13. Que dia do mês de julho é dia feriado nos Estados Unidos?

D. *Write in Portuguese:* 1. What day of the month is today? (2 ways) 2. It is the fifteenth of August. (2 ways) 3. Will his father arrive on the first of April? 4. He would arrive earlier, but he has been sick. 5. He got up, put on his shirt, coat, and trousers and went out. 6. Did he not put on his shoes too? 7. Elizabeth was born on the fourteenth of May. 8. The weather was fine on the twenty-first of March. 9. If it rains tomorrow we shall not take a walk. 10. I shall return to Santos Monday, and Tuesday I shall be in São Paulo. 11. While he was studying, he was thinking about the book he had read. 12. He had just gone

to bed when his father arrived. 13. He would put on his necktie, but he cannot find it. 14. I have been trying for two hours to write a letter, but I have written nothing yet. 15. No one will arrive on Sunday, because there are no trains on that day. 16. If you are sleepy you will sleep well.

Leitura

Dom Henrique, chamado o Navegador,¹ infante² português, filho do rei D. João I e de D. Filipa de Lencastre, nasceu no Porto em 1394. O infante, que tinha estudado muitas sciências, creia que havia muitas terras a descobrir para além³ do Cabo Bojador,⁴ limite da navegação⁵ dêsse tempo. Assim, cerca de⁶ 1420, fundou⁷ em Sagres, Portugal, uma escola de navegação, um observatório astronómico e estaleiros⁸ para construcção de navios.⁹ Chamou do estrangeiro¹⁰ cosmógrafos¹¹ e matemáticos ilustres, e com êles, estudou a geografia e a cartografia.¹² Quando o infante morreu em 1460, os portugueses tinham descoberto a costa¹³ africana até¹⁴ Serra Leoa¹⁵; ele preparou assim o grande feito¹⁶ que Vasco da Gama realizou¹⁷ trinta e oito anos depois.

LESSON XXV

160. *Pronominal Forms of the Future and Conditional Indicative*

In Portuguese, when an affirmative future or conditional indicative tense has a personal (or reflexive) pronoun object, the pronoun is placed between the infinitive of the verb and the future or conditional ending. Thus, *I shall learn* is aprenderei (= aprender

¹ Navigator. ² prince (of the royal house). ³ para além, beyond. ⁴ Cabo Bojador, Cape Bojador (northwest African coast). ⁵ navigation. ⁶ cerca de, about. ⁷ he founded. ⁸ yards. ⁹ construcção de navios, ship construction. ¹⁰ abroad. ¹¹ geographers. ¹² map-making. ¹³ coast. ¹⁴ as far as. ¹⁵ Serra Leoa, Sierra Leone (central African coast). ¹⁶ deed. ¹⁷ effected.

+ [h]ei which is the present indicative of the old verb *haver to have*), while *I shall learn it* is *aprendê-lo-ei* (= *aprendê-lo* + [h]ei). In negative sentences the pronoun object precedes. In popular speech also the pronoun object will precede when the subject is expressed, or in a subordinate clause introduced by certain pronouns or adverbs. The split construction is not favored in conversation (see § 161).

I shall not learn it.

Não o aprenderei.

He will learn it.

Ele o aprenderá.

He does not say when he will learn it.

Não diz quando o aprenderá.

a)

FUTURE

DIRECT OBJECT

aprender

I shall learn it, etc.

SINGULAR

aprendê-lo-ei

aprendê-lo-ás

aprendê-lo-á

PLURAL

aprendê-lo-emos

aprendê-lo-eis

aprendê-lo-ão

Note that the personal pronoun direct object takes the form -lo, -la, -los, -las, and the r of the infinitive drops (see § 114).

INDIRECT OBJECT

falar

I shall speak to him, etc.

SINGULAR

falar-lhe-ei

falar-lhe-ás

falar-lhe-á

PLURAL

falar-lhe-emos

falar-lhe-eis

falar-lhe-ão

REFLEXIVE FORM

servir

I shall help myself, etc.

SINGULAR

servir-me-ei

servir-te-ás

servir-se-á

PLURAL

servir-nos-emos

servir-vos-eis

servir-se-ão

- b) The pronominal forms of the conditional are similar to those of the future.

Eu aprendê-lo-ia depressa. *I should learn it quickly.*
 Ele servir-se-ia bem. *He would help himself well.*

161. Avoidance of the Split Construction

As stated in § 160, the split future or conditional is not favored in informal conversation, being rather literary in tone. There are several ways in which it may be avoided:

- By placing the pronoun object before the verb, as stated in § 160.
- By placing the pronoun object after the complete form: *aprenderei-o*; but this is considered bad usage.
- By using **haver-de** plus the infinitive to express the future or conditional. The forms then are:

FUTURE

SINGULAR	PLURAL
hei-de (falar)	havemos-de (falar)
hás-de "	haveis-de "
há-de "	hão-de "

CONDITIONAL

SINGULAR	PLURAL
havia-de (falar)	havíamos-de (falar)
havias-de "	havíeis-de "
havia-de "	haviam-de "

I shall write it. Hei-de escrevê-lo.
I should write it. Havia-de escrevê-lo.

162. Future and Conditional of dizer, fazer, and trazer

The following verbs, though they have the regular endings, are among those that have in the future and conditional indicative

a different infinitive stem from that which is used elsewhere in their conjugation:

FUTURE	CONDITIONAL
dizer: dir-ei, -ás, etc.	dir-ia, -ias, etc.
fazer: far-ei, -ás, etc.	far-ia, -ias, etc.
trazer: trar-ei, -ás, etc.	trar-ia, -ias, etc.

163. Future and Conditional of Probability

The future indicative is often used to denote probability or conjecture in present time, and the conditional to denote probability or conjecture in past time.

Que horas são? — Será uma.

What time is it? It is probably about one o'clock.

Que horas eram? — Seria uma.

What time was it? It was probably about one o'clock.

Será possível!

Is it, or can it be, possible!

164. Definite Article before Expressions of Time

The definite article is required before expressions of time modified by *próximo*, *next*,¹ *passado*, *past*, *last*, and the like.

o domingo próximo	<i>next Sunday</i>
a semana passada	<i>last week</i>
o mês que vem (que entra)	<i>next month</i>

165. Use of Pronoun to Express Noun Possessive

The pronouns, *o*, *a*, *os*, *as*, may be used for *that*, *the one*, in expressing a noun possessive, or in place of *seu*, *sua* for the sake of clarity. The pronouns agree with the object to which they refer.

my book and John's, *o meu livro e o de João* (*that of John*)
my pens and hers, *as minhas penas e as dela* (*those of her*)
my mother and yours, *minha mãe e a do senhor* (*that of you*)

¹ There are many expressions for *next* when referring to time. Thus *next month* may be translated by *o mês que vem*, *que entra*, etc. In referring to a specific date, *próximo* may be used, but *próximo* really means *nearest*, either in the past or in the future. Note *o mês próximo passado*, literally, *the last month past*.

EXERCISES

enganar-se [ēngānar-sī] <i>to be mis-</i>	seguinte [sigintī] <i>following</i>
<i>taken</i>	terminar [tīrminar] <i>to end, ter-</i>
feliz [fлиз] <i>happy</i>	<i>minate</i>
por ali [pur ēli] <i>that way</i>	triste [tristī] <i>sad</i>
por aqui [pur ēki] <i>this way</i>	valer [veler] <i>to be worth; — a</i>
porém [purēi] <i>however</i>	<i>pena be worth while, be worth the</i>
o prazer [prezēr] <i>pleasure; com</i>	<i>trouble</i>
<i>muito —, with pleasure, gladly</i>	a verdade [vīrdadi] <i>truth</i>
principiar [prīsipīar] <i>to begin, start</i>	

dar a lição to recite the lesson; pela or de manhã in the morning; pela or de tarde in the afternoon; pela or de noite in the night

A. *Give the Portuguese equivalents for the following: I shall study it; will he do it? would they bring it? we shall say it; you would give me; I should speak to him; they will say it; she will be named; they will write to him; he would speak to you; we shall not see them; they would not see us.*

B. *Study:* 1. O ano escolar (*school*) principiará na semana que vem, não é verdade? 2. Não, senhor, enganou-se; principiará a semana seguinte. 3. O que tem o senhor? Não tenho nada. 4. Porém o senhor tem a cara muito triste. 5. Sim, é que muito cedo teremos que voltar à escola. 6. Nunca estou feliz quando penso em isso. 7. João não está aqui; estará doente? 8. A que horas voltou o senhor ontem? 9. Seriam quatro da manhã quando cheguei. 10. Faça favor de dizer-me como se vai à cidade. 11. Com muito prazer; o senhor não pode ir por ali, venha por aqui. 12. Estudaria as minhas lições, mas não vale a pena trabalhar muito. 13. Os livros de João valem mais do que os de Maria. 14. Hoje é dia feriado, e pela manhã daremos um passeio, e pela tarde tomaremos um trem para ir visitar o nosso tio em Santos. 15. Onde está João, não o vejo; não estará em casa? 16. Não está em casa; tomou os seus livros e os da senhorita e saiu.

C. *Answer:* 1. Em que dia principiará o ano escolar? 2. Em que dia terminará? 3. Vale a pena estudar toda a noite? 4. Quem dará as lições? 5. Em que dia não dará o senhor as lições? 6. A que horas há-de levantar-se ao domingo? 7. O senhor está feliz quando pensa no passeio que dará? 8. Quando está triste? 9. O que faz o senhor pela tarde? 10. O que fará àmanhã pela manhã? 11. O senhor tem a sua pena ou a do seu amigo? 12. Gostaria de fazer uma viagem ao Brasil?

D. Write in Portuguese: 1. He would get up early in the morning, but he does not think it is worth while. 2. Do not come this way; you go to the station that way. 3. Next month we shall take a trip to Rio de Janeiro. 4. We went there last Sunday, and next Friday we shall go to Santos. 5. He said that he would read it quickly. 6. He says that he will arrive on the fifth of May; however he is probably mistaken. 7. Louis must be sick because he hasn't arrived yet. 8. Please tell me how old you are. 9. Gladly; I shall be nineteen years old on the fourth of November. 10. I was mistaken; I thought that you would be twenty years old. 11. I shall speak to him tomorrow morning. 12. I shall tell him that he took my hat and I took his. 13. I do not like to wake up early in the morning. 14. However, I shall wake up early tomorrow, because we are going to take a walk in the country. 15. It was probably about nine o'clock when the Portuguese class ended. 16. We had just finished reciting the lesson, had we not (*não é verdade*)?

Leitura

A civilisação¹ deve muito aos navegadores portugueses dos séculos² quinze e dezesseis. No curso³ de um século descobriram quase dois têrcos⁴ do mundo habitado.⁵ Foi o infante D. Henrique, e a sua escola, quem deu o impulso⁶ às grandes navegações dos portugueses. Em 1487 Bartolomeu Dias dobrou⁷ pela primeira vez o Cabo da Boa Esperança,⁸ Vasco da Gama encontrou o caminho marítimo⁹ da Índia em 1497, em 1510-11 Afonso de Albuquerque tomou Gôa e Malacca nas Índias, e em 1500 Cabral descobriu o Brasil. Foi um português, Fernão de Magalhães,¹⁰ que fêz, pela primeira vez, a circumnavegação¹¹ do mundo, nos anos 1519-22. Magalhães não acabou a viagem porque foi morto (*was killed*) em 1521 nas Ilhas Filipinas pelos indígenas.¹² Alguns historiadores¹³ portugueses dizem que a América foi descoberta por um português, João Vaz de Corte Real, em 1472, vinte anos antes da primeira viagem de Colombo. Um filho de Corte Real descobriu o Labrador em 1500, e outro filho fêz uma viagem ao Labrador e à Terra Nova¹⁴ em 1502.

¹ civilization. ² centuries. ³ course. ⁴ dois têrcos, two thirds. ⁵ mundo habitado, inhabited world. ⁶ impetus. ⁷ doubled. ⁸ Cabo da Boa Esperança, Cape of Good Hope. ⁹ caminho marítimo, maritime route. ¹⁰ Magellan. ¹¹ circumnavigation. ¹² natives. ¹³ historians. ¹⁴ Terra Nova, Newfoundland.

REVIEW LESSON V

A. *Give the Portuguese equivalents for the following:* I know; he brought; we were going; we went; he had seen; they were coming; she said; he saw; he came; I saw; I came; we used to give; we were putting; he made.

B. *Give the English equivalents for the following:* abri os olhos; não peço nunca nada a ninguém; partirei no primeiro de julho; voltaria a quinze de maio; há oito dias que cheguei; dir-lhe-ia a verdade; havemos-de escrever; escrevê-lo-ei; hei-de escrevê-lo; escreverei-o; disséramos a verdade.

C. *Write in Portuguese:* 1. We arrived at eight o'clock in the evening, and we were very hungry. 2. In Brazil the students do not go to school on Thursdays. 3. He will arrive on the thirteenth of March. 4. My eyes are tired and my hands are cold. 5. He said that he would explain the lessons to me. 6. He had already explained them to me one time, but I did not understand them. 7. When I am sleepy, I go to bed early in the evening. 8. After getting up in the morning, I put on my shirt and trousers. 9. I used to buy my hats in that store. 10. It was very cold and windy yesterday. 11. The water I drank was cold, and I was cold too. 12. They had been living for two years in Brazil when his father died. 13. His sister was born three years ago; she is three years old now. 14. Would you like to pass the months of January and February in this city? 15. We had washed our hands and faces before dinner. 16. I am thinking about taking a trip to Rio de Janeiro next week. 17. Last month I went to Santos; next Friday I shall go to São Paulo. 18. What time is it? 19. I do not know, but it must be (is probably) late.

To be memorized:

Trinta (*30*) dias tem novembro,
Abril, junho e setembro;
Vinte e oito só (*only*) tem um,
E os demais (*rest*) têm trinta e um.

LESSON XXVI

166. *Past Participles*

As a rule, if the infinitive of a verb ends in -ar, the past participle ends in -ado; if the infinitive ends in -er or -ir, the past participle ends in -ido.

falar: falado, <i>spoken</i>	estar: estado, <i>been</i>
aprender: aprendido, <i>learned</i>	ser: sido, <i>been</i>
partir: partido, <i>left</i>	ir: ido, <i>gone</i>
crer: crido, <i>believed</i>	

167. *Irregular Past Participles*

The following verbs are among those that have irregular past participles:

abrir: aberto, <i>opened, open</i>	fazer: feito, <i>done, made</i>
cobrir (and compounds): coberto, <i>covered</i>	pôr: pôsto, <i>put, set</i>
dizer: dito, <i>said</i>	ver: visto, <i>seen</i>
escrever: escrito, <i>written</i>	vir: vindo, <i>come</i>

Morrer, to die, has a regular past participle *morrido, died*, and also an irregular past participle *morto*. When used adjectively with *ser* or *estar*, *morto* means *dead*; when used passively with *ser* or actively with *ter*, it means *killed*:

Meu pai está morto.	<i>My father is dead.</i>
O meu amigo é um homem morto.	<i>My friend is a dead man.</i>
Foi morto por um inimigo.	<i>He was killed by an enemy.</i>
Teria morto o seu cavalo correndo tanto.	<i>He probably killed his horse by running it so much.</i>

168. *Past Participles Used as Adjectives*

A past participle used as an adjective is inflected like an adjective.

um livro bem escrito	<i>a well written book</i>
uma carta bem escrita	<i>a well written letter</i>

169. Past Participles with estar

When used with **estar**, a past participle has the force of an adjective and simply denotes a resultant state, rather than the passive voice.

A carta está escrita em português. *The letter is written in Portuguese.*
 O Sr. Paulo estava morto. *(Mr.) Paul was dead.*

170. Past Participles with ser

The past participle is used with **ser** to form the tenses of the passive voice. The participle agrees in gender and number with the subject.

A carta será escrita pelo Sr. João Gomes. *The letter will be written by Mr. John Gomes.*
 O Sr. Paulo foi morto por um ladrão. *(Mr.) Paul was killed by a thief.*

171. Por and de with Passive Voice

With passive verbs, *by* is usually expressed by **por**; but it may be expressed by **de** (instead of **por**) after some verbs that denote mental action.

A porta foi aberta pelo criado. *The door was opened by the servant.*
 Ele é querido de todos. *He is loved by all (beloved of all).*

For the use of the reflexive instead of the passive, see § 111, c. But the use of *to be* in English really indicates the passive voice in Portuguese when an agent is expressed, and then **ser** must be used.

EXERCISES

- | | |
|--|---|
| o alfaiate [alfejati] <i>tailor</i> | o costume [kustum] <i>custom, habit;</i>
<i>ser —, to be the custom or habit</i> |
| atual [atüal] <i>present (adj.)</i> | o descobridor [diskubridor] <i>discover-</i>
<i>er</i> |
| a baía (bahia) [baie] <i>bay</i> | descobrir [diskubrir] <i>to discover</i> |
| batizar [betizar] <i>to baptize</i> | estreito, -a [istreitu, -e] <i>narrow</i> |
| cobrir [kubrir] <i>to cover</i> | o fidalgo [fidalgú] <i>nobleman</i> |
| Colombo [kulõmbu] <i>Columbus</i> | a fundação [fundasõ] <i>founding</i> |
| construir [kõstrüir] <i>to build, con-</i> | |
| <i>struct</i> | |

fundar [fündar] <i>to found</i>	santo, -a [séntu, -a] <i>saint</i>
o índio [Índiu] <i>Indian</i>	São Paulo [séu paulu] <i>St. Paul</i>
o jesuíta [jézüíta] <i>Jesuit</i>	São Sebastião [sébastiäu] <i>St. Sebastian</i>
o nome [nomé] <i>name</i>	sob [sob] <i>under</i>
a proteção [prutüséu] <i>protection</i>	o terno [ternu] <i>suit (of clothes)</i>
a república [rrípublikë] <i>republic</i>	

(o) que tem o senhor? *what is the matter with you?* tenho dor de cabeça
I have a headache; tenho dor de dentes *I have a toothache;* querer
dizer *to mean*

A. *Give the Portuguese equivalents for the following:* he is dead; he was killed; a well taught lesson; Brazil was discovered by . . .; this book is written in English; it was written by a woman; he is liked by all the students; this was done by John; he was seen by the professor.

B. *Study:* 1. A cidade do Rio de Janeiro é chamada também a cidade de São Sebastião. 2. Porquê? Porque era costume, na fundação das cidades, dar-lhes o nome do santo do dia. 3. A cidade em que nascemos foi fundada pelos jesuítas em 1554 (mil quinhentos cinqüenta e quatro) no dia de São Paulo. 4. A atual capital da República dos Estados Unidos do Brasil foi fundada em janeiro de 1565 (mil quinhentos sessenta e cinco). 5. Foi fundada pelo fidalgo português Estácio de Sá, no dia de São Sebastião. 6. Como foi posta assim sob a proteção desse santo, foi batizada com o seu nome. 7. E porque é chamada também o Rio de Janeiro? 8. Porque o descobridor se enganou. 9. Creu que a baía estreita que viu era um grande rio, e por isso deu-lhe o nome do Rio de Janeiro. 10. Isso quer dizer, rio descoberto em janeiro. 11. As primeiras casas foram construídas à beira (*on the shore*) da baía.

C. *Answer the following questions:* 1. Como se chama também a cidade do Rio de Janeiro? 2. Porque é chamada isso? 3. Por quem foi fundada a cidade de São Paulo? 4. Em que mês foi fundada a atual capital do Brasil? 5. Por quem foi fundada? 6. Em que dia? 7. Porque é chamada também o Rio de Janeiro? 8. Como se enganou o descobridor? 9. O que viu o descobridor? 10. O que creu que era? 11. O que quer dizer o nome o Rio de Janeiro? 12. Onde foram construídas as primeiras casas?

D. *Write in Portuguese:* 1. We were tired when we returned home. 2. What is the matter with you? Do you have a headache? 3. No, I do not have a headache, but my tooth hurts. 4. I read that in a letter received by my father. 5. The letter was written in English and I read it.

6. You will not be liked (loved) by your professors if you do not study.
7. America was discovered by Columbus.
8. Two or three of the discoverers were killed by the Indians.
9. The lessons will be recited by the students.
10. The dead man was covered by a blanket.
11. This suit was made by the tailor; it is well made.
12. I do not like this book; it is not well written.
13. These houses are not well constructed.
14. They were constructed many years ago.
15. This means that they were the first houses constructed in this city, does it not?
16. Our dog was killed by the train.

Leitura

Um caboclo¹ do sertão² pediu a um seu amigo que lhe desse³ algum tabaco. O amigo tirou⁴ da algibeira⁵ uma mão-cheia⁶ e deu-a ao que pediu. No dia seguinte⁷ de manhã o caboclo foi procurar o amigo e deu-lhe uma pequena moeda⁸ de prata,⁹ que êle lhe dera por engano¹⁰ com o tabaco.

Alguém perguntou ao caboclo porque não ficara com¹¹ o dinheiro; êle pôs a mão sobre o coração,¹² e disse assim:

(A seguir)

LESSON XXVII

172. Ter and haver

Portuguese has two verbs meaning *to have*, ter and haver. Ter is generally used to express *to have* meaning *to possess*, and it is also used as an auxiliary to form perfect tenses.

Tenho um livro português.

I have a Portuguese book.

Tenho lido o livro.

I have read the book.

¹ caboclo, native of the Brazilian hinterland, of copper complexion; translate by *countryman*. ² sertão, the Brazilian bush country. ³ desse, imp. subj. of *dar*, *that he give*. ⁴ tirou, from *tirar*, *to take out*. ⁵ pocket. ⁶ handful. ⁷ following. ⁸ coin. ⁹ silver. ¹⁰ por engano, *by mistake*. ¹¹ from *ficar com*, *to keep*. ¹² heart.

173. *Perfect Tenses*

The perfect tenses are formed by combining the auxiliary verb ter, *to have*, (rarely haver) with the past participle. When used with ter, the past participle is invariable in form.

174. *Perfect Tenses of falar*

PRESENT PERFECT

I have spoken, have been speaking, etc.

SINGULAR

tenho falado	temos falado
tens falado	tendes falado
tem falado	tém falado

PLURAL

PLUPERFECT¹

I had spoken, had been speaking, etc.

SINGULAR

tinha falado	tínhamos falado
tinhas falado	tínheis falado
tinha falado	tinham falado

PLURAL

FUTURE PERFECT

I shall have spoken, shall have been speaking, etc.

SINGULAR

terei falado	teremos falado
terás falado	tereis falado
terá falado	terão falado

CONDITIONAL PERFECT

I should have spoken, should have been speaking, etc.

SINGULAR

teria falado	teríamos falado
terias falado	teríeis falado
teria falado	teriam falado

PLURAL

The perfect tenses of all verbs are formed like those of falar.

175. *Use of Pluperfect and Present Perfect*

a) *I had (you had, etc.) spoken* is expressed in Portuguese by *tinha* (*tinhas*, etc.) *falado* or, less often, by *falaria*.

Ele não tinha vindo.

He had not come.

Eu não o fizera.

I had not done it.

b) On the other hand, the present perfect is not used so much in Portuguese as in English, the preterite being preferred. The

¹ Or past perfect.

present perfect is not the exact equivalent of the English tense of the same name, but has some aspects of a progressive tense.

Já foi alguma vez ao Rio?

Have you ever (or already) been to Rio?

Esta semana tenho visto minha mãe todos os dias.

This week I have seen my mother every day.

176. Position of Pronoun Objects in Compound Tenses

- a) The normal position for the pronoun object is between the auxiliary verb and the past participle. But it is important to note, particularly for Brazilian usage, that the pronoun object may precede the auxiliary when there is a pronoun subject, a negative, an interrogative, or an adverb of time beginning the sentence. In no case should the pronoun object be placed after the past participle.

Tenho-o preferido sempre.

I have always preferred it.

Eu lho tenho dito.

I have told him so.

Quem lhe tem dito isso?

Who has told him this?

Nunca me tinham escrito.

They had never written me.

Note in the first example that when the pronoun object follows the auxiliary it is joined to it by a hyphen.

- b) In Portuguese it is usually best not to place the subject or an adverb between the auxiliary and the past participle of a perfect tense.

Ele tem falado ao senhor?

Has he spoken to you?

Tenho-o preferido sempre.

I have always preferred it.

EXERCISES

a árvore [arvur̩] *tree*

de modo que [d̩ m̩du k̩] *so that, so as*

o bago [bagu] *grain, bean (of tree)*

depois que [d̩pois k̩] *after (with finite verbs)*

a bebida [bibid̩] *drink, beverage*

encontrar-se com *to meet (someone)*

a cabra [kabre] *goat*

Europeu [yruupeū] *European*

o cafeiro [kefeiřu] *coffee tree*

ficar [fikar] *to stay, remain, be (describing condition or state)*

certo, -a [sertu, -a] *a certain (before noun)*

a chegada [čigade] *arrival*

dar-se [dar-si] *to thrive, get along*

a fôlha [foł̥ɐ] <i>leaf</i>	a planta [plẽnt̥ɐ] <i>plant</i>
geral [g̥tral] <i>general</i>	plantar [plẽnt̥ar] <i>to plant</i>
gostoso [gustožu], gostosa, gostoso-s, gostosas [gustožv, gustožus, gustožes] <i>appetizing, pleasing</i>	pouco a pouco, <i>little by little, gradually</i>
a história [istori̥ɐ] <i>story, history</i>	primeiramente [primeřramēnt̥i] <i>first, at first (adv.)</i>
notar [nutar] <i>to note, observe</i>	tornar-se [turnar-si] <i>to become, be made</i>
originário, -a [urižinariu, -e] <i>native, indigenous</i>	usar de [uzar di] <i>to use, make use of</i>
a parte [parti] <i>part; a maior —,</i> <i>the larger or largest part; most</i>	o uso [uzu] <i>use; de —, in use</i>
o pastor [pastor] <i>shepherd, herdsman</i>	vivo, -a [vivu, -e] <i>lively</i>

A. *Give the Portuguese equivalents for the following:* I shall have done it; John had not written this; I should have opened the door; he had not returned; we have studied; they shall have written; you had not seen it; they would have written to me; shall you have come? I had not known it.

B. *Study:* 1. Meu pai tinha chegado à casa antes de mim. 2. Teria chegado mais cedo, mas encontrei-me com um amigo. 3. Tinha falado um pouco com êle quando começou a chover. 4. O meu amigo me disse que viria ver-me às dez horas. 5. Eu respondi: Mas eu não terei chegado às dez; faça favor de vir mais tarde.

6. Quando hoje de manhã ao almôço tomaram café, pensaram donde vinha aquela bebida gostosa? 7. A maior parte do café vem das fazendas brasileiras. 8. Mas donde veio êle primeiro antes de ser plantado naquelas fazendas? 9. O café se faz dos bagos de uma árvore chamada cafeeiro. 10. Esta árvore dá-se bem em países quentes, como o Brasil. 11. É originário da África, mas foi na Arábia onde os Europeus primeiramente o encontraram. 12. Há uma história muito velha de um pastor que, diz-se, foi o primeiro que usou desta bebida. 13. Ele notou que depois que as cabras tinham comido as fôlhas de certa árvore — o cafeeiro — elas ficavam mais vivas. 14. De modo que êle tomou fôlhas e bagos da árvore, e com água quente preparou uma bebida. 15. Achou-a muito gostosa e falou sôbre isto aos seus amigos. 16. Foi assim que pouco a pouco a bebida tornou-se depois de algum tempo de uso geral.

C. *Answer the following questions:* 1. O senhor bebe café ao almôço? 2. Sabe donde vem o café? 3. O senhor acha que o café é gostoso? 4. Onde dá-se bem o café? 5. De que se faz o café? 6. Como se chama a

árvore? 7. O café é originário de que país? 8. Em que país o encontraram primeiramente os Europeus? 9. Quem descobriu o uso de café? 10. Que coisa notou o pastor? 11. Que fêz êle então? 12. O café tornou-se depressa de uso geral?

D. *Write in Portuguese:* 1. We should have arrived earlier, but the train did not come. 2. He says that he will have studied the lessons before nine o'clock. 3. The students had written all the exercises. 4. But I have not written them. 5. Had the Indians seen white men before the arrival of the discoverers? 6. Did they kill some of them? 7. Would you have killed them? 8. We had read this book but we did not like it. 9. I thought that you would have liked it. 10. We have never lived in Brazil. 11. But my uncle has been living there for two years. 12. My aunt was living there when she died.

Leitura

« No meu coração há dois homens, um bom e o outro mau; o bom disse que o dinheiro não me pertencia¹ e que por isso² devia dá-lo ao dono.³ O homem mau disse que mo tinham dado e que por isso ficasse com⁴ êle. E os dois homens continuavam a falar-se um ao outro no meu coração.

« Por fim⁵ para poder descansar,⁶ deitei-me; mas o bom homem e o mau homem disputaram⁷ tôda a noite. De modo que para poder descansar tive que levar a moeda ao dono. »

LESSON XXVIII

177. Some Meanings of haver

Haver, *to have*, is a most useful verb as it is used in many common idiomatic constructions, some of which we give as follows:

¹ pertencia, from pertencer, *to belong*. ² por isso, *therefore*. ³ owner.
⁴ ficasse com, *that I should keep*. ⁵ Por fim, *Finally*. ⁶ to rest. ⁷ argued.

- a) **Haver de**, with a personal subject and followed by the infinitive, means intent or purpose to do something.

Hei de comprá-lo. *I shall (or am to) buy it.*

With the reflexive in this construction, we get the passive meaning that something is to be done or must be done.

Há de fazer-se isto. *This is to be (must be) done.*

The same construction may express probability.

Ele há de ter fome. *He must be hungry.*

- b) Used alone, and impersonally, **haver** means *there is*, *there are*, *there was*, etc. (see § 180).

Quanto(s) há? *How much is (many are) there?*

Não havia muitos. *There were not many.*

The noun or pronoun used with impersonal **haver** is the object of the verb.

Há boas lojas nesta povoação? *Are there (some) good shops in this town?*
Sim, senhor; há-as muito boas. *Yes, sir; there are (some) very good ones.*

- c) With an expression of time **há** means *ago*.

há poucos dias *a few days ago*

When followed by **que** in this construction it forms the idiomatic present or imperfect (see § 155).

Há duas horas que estou aqui. *I have been here for two hours.*

Havia dois anos que vivíamos no Brasil. *We had been living for two years in Brazil.*

- d) **Há que**, used impersonally and followed by the infinitive means what one has to do; the *one* may be translated in English by *we*, *you*, *they*, etc., as long as it refers to no definite person or persons.

Há que estudar muito. *One has to study much (or you, we, they have to study much).*

Há... para, used impersonally and followed by the infinitive means something to do, or to be done.

Há muito para estudar. *There is much to study.*

The *há que* construction stresses the action of the verb; the *há... para* construction stresses the thing to be done.

178. Present Indicative and Preterite of haver

haver, to have

PRESENT INDICATIVE		PREFERITE	
SINGULAR	PLURAL	SINGULAR	PLURAL
hei [ei]	havemos [əvemus]	houve [ovi]	houvemos [ovemus]
hás [as]	haveis [əveis]	houveste [ovest̄i]	houvestes [ovest̄is]
há [a]	hão [ə̄u]	houve [ovi]	houveram [overə̄u]

179. Imperfect, Future, and Conditional of haver and saber

The imperfect, future, and conditional indicative of *haver* and *saber* are regular.

havia, -ias, etc.	sabia, -ias, etc.
haverei, -ás, etc.	saberei, -ás, etc.
haveria, -ias, etc.	saberia, -ias, etc.

180. Impersonal haver, there is, there are, etc.

há [a], there is (are)	haverá [əv̄ira], there will be
havia [əv̄ia], there was (were)	haveria [əv̄iria], there would be
houve [ovi], there was (were)	tem havido [t̄el əvidu], there has (have) been, etc.

181. Meaning of saber and conhecer

a) *Saber* means *to know, know how, can* (= *know how*).

O senhor sabe a lição? *Do you know the lesson?*
 V. Ex^a. sabe nadar? *Do you know how to (Can you) swim?*

b) *Conhecer* means *to know (= be acquainted with), meet (= become acquainted with)*.

Conhece V. Ex^a. o senhor Martins? *Do you know Mr. Martins?*

EXERCISES

apresentar [əprɪzéntər] <i>to introduce</i>	outro, -a [otru, -e] <i>other, another</i>
cego, -a [segu, -e] <i>blind</i>	a pessoa [písoə] <i>person</i>
a conversação [kōvɪrsəsēū] <i>conversation; pl. conversations</i>	a senhora [sijnɔrə] ¹ <i>wife</i>
o gôsto [gostu] <i>taste; pleasure</i>	talvez [talvez] <i>perhaps</i>
muitas vezes <i>often, many times</i>	ter prazer (gôsto) em (fazer) <i>to take pleasure in (doing), be glad to (do)</i>

A. Give the Portuguese equivalents for the following: she must be tired; there will not be many; he has been here for fifteen minutes; lesson seven is to be prepared; ten days ago; I am to meet her here; there is nothing to see; one has to eat.

B. Study: 1. Sem os olhos os homens seriam cegos. 2. Há muitas coisas bonitas para ver na cidade de São Paulo. 3. Havia dos meses que estava doente, quando morreu. 4. Estes exercícios hão de escrever-se correctamente. 5. Cria eu que haveria mais livros para ler. 6. Hei de estudar muito na semana que vem. 7. Disse que havia de estudar muito na semana que vem. 8. Há que trabalhar para viver. 9. Não sabemos ainda falar português, mas havemos de aprender.

10. Dois homens encontram-se na rua e têm a conversação seguinte:
 11. LUIZ: Se não me engano, você é o João?² 12. JOÃO: Sim, sou eu; e como está o meu amigo Luiz? 13. LUIZ: Estou bom, obrigado; e quanto tempo ficará você aqui? 14. JOÃO: Não sei ainda, dois ou três dias talvez. 15. LUIZ: Então, há de ficar na minha casa, não é? 16. JOÃO: Com muito prazer; mas a sua senhora, que dirá ela? 17. LUIZ: Terá muito gôsto em o conhecer. Agora vamos à minha casa. Quero apresentá-lo à minha senhora. 18. ISABEL, tenho o prazer de lhe apresentar o meu amigo, senhor João da Costa. 19. ISABEL: Tenho muito prazer em o conhecer, senhor. 20. O Luiz tem-me falado muitas vezes do senhor.

C. Answer the following questions: 1. Os homens poderiam ver sem os olhos? 2. Onde há muitas coisas bonitas para ver? 3. Porque há de trabalhar? 4. O senhor sabe tocar piano? 5. Que disse Luiz a João quando se encontrou com êle na rua? 6. Quanto tempo há João de ficar? 7. Na casa de quem ficará? 8. Que diz o senhor quando quer apresentar uma pessoa a outra? 9. Que diz a pessoa apresentada?

¹ Polite usage for *mulher, espôsa*. ² The definite article is often used with a proper name in friendly conversation.

10. Como se chama a senhora de Luiz? 11. Quem lhe tem falado muitas vezes do João? 12. Porque disse Luiz « minha senhora » em vez de « minha mulher » ou « minha espôsa »?

D. *Write in Portuguese:* 1. You have (one has) to study in order to learn. 2. We have many lessons to study. 3. There are many lessons to study. 4. There were not many students in the class yesterday. 5. There will be more tomorrow perhaps. 6. She has been studying for three hours; she must be hungry. 7. Do you know Mr. da Costa? 8. Yes, I met him in São Paulo last year. 9. I had also known his father before he died. 10. Without our schools we should know nothing. 11. He said that he would be very glad to know him. 12. He replied that his brother had spoken to him many times about you. 13. Many years ago there were no public schools in this country. 14. So (that) the children were taught at home by their parents. 15. I should not like that. 16. I take a great deal of pleasure in going to school.

Leitura

Já temos aprendido que foi Cabral quem descobriu o Brasil em 1500. Nêsse tempo o Brasil teve vários nomes: Terra de Vera Cruz,¹ Terra de Santa Cruz,² Terra dos Papagaios,³ e por fim, Terra do Brasil. O brasil é o nome de um pau⁴ vermelho que se acha aí — o país tomou o seu nome dêste pau.

Em 1503 um cosmógrafo italiano, Amerigo Vespucci (em latim⁵ *Americus Vespucius*) fazia parte⁶ de uma frota⁷ portuguesa que explorava⁸ as costas do Brasil. Ele escreveu umas cartas em que descreveu⁹ o país; os cosmógrafos alemães leram as cartas e deram o nome de *América* ao continente meridional.¹⁰ Mais tarde, este nome estendeu-se¹¹ a todo o Novo Mundo. Em uma carta de 1504, Vespucius escreveu das proximidades¹² do Rio de Janeiro: « Se há um paraíso terrestre,¹³ não está de certo¹⁴ situado longe de aqui. »

¹ *Vera Cruz*, *True Cross*. ² *Santa Cruz*, *Holy Cross*. ³ *parrots*. ⁴ *wood*.
⁵ *Latin*. ⁶ *fazia parte*, *was a member*. ⁷ *fleet*. ⁸ *explorava*, from *explorar*, *to explore*. ⁹ *descreveu*, from *descrever*, *to describe*. ¹⁰ *southern*. ¹¹ *estendeu-se*, from *estender-se*, *to be extended*. ¹² *neighborhood*. ¹³ *paraíso terrestre*, *earthly paradise*. ¹⁴ *de certo*, *certainly*.

*LESSON XXIX*182. *Present Participles*

Regular verbs:

falar: falando, *speaking*
aprender: aprendendo, *learning*
partir: partindo, *leaving*

The present participle (or gerund) of the irregular verb *pôr* is *pondo*, and all its compounds have the same ending. The present participle of all other Portuguese verbs is regular.

183. *Agreement*

The present participle is invariable in form.

Vi um menino lendo um livro. *I saw a boy reading a book.*
Vi uma menina lendo um livro. *I saw a girl reading a book.*

184. *Progressive Forms of Verbs*

The English progressive forms *to be* plus present participle (*I am reading*, etc.) may be rendered in several ways in Portuguese. It should be carefully noted, however, that these forms are not nearly so frequently used in Portuguese as in English; the student should avoid the temptation to use them every time he is translating the English progressive. In most cases the simple tense is to be preferred. The Portuguese use the progressive form when they wish to emphasize frequency, duration, or repetition of an action, or to denote change of condition.

- a) *Estar* (generally in the present or imperfect) plus the present participle, or *estar a* plus the infinitive.

Estou estudando. } *I am studying.* (I am in the act of studying.)
Estou a estudar. }
Estava estudando. } *I was studying.*
Estava a estudar. }

- b) **Ficar** in the same two constructions expresses a more lasting action or state; the preterite is of frequent use here, with the implication often of *kept on doing*.

Fica sabendo que a coisa está feita. *He knows the thing is done.*
 Ficou ainda a estudar. *He continued (kept on) studying.*

- c) **Ir** with the present participle denotes motion or change in condition.

Vai correndo. *He is running.*
 O menino ia crescendo. *The child was growing.*
 Foi-se (ir) tornando pálida. *She was turning pale.*

EXERCISES

adeus [ədeüs] <i>good-by, farewell</i>	ir-se [ir-si] ¹ <i>to go away</i>
o amiguinho [əmigijnu], -a little friend	logo [lɔgu] <i>at once, directly, then, soon; — que as soon as; até —, good-by (for a short time), "so long"</i>
até [etɛ] <i>till, to</i>	
brincar [brɪŋkar] <i>to play</i>	
correr [kurrer] <i>to run</i>	o momento [mumēntu] <i>moment; nêste —, at that moment, right then</i>
crescer [kr̄iser] <i>to grow</i>	outra vez <i>again</i>
despedir-se (de) [d̄isp̄idir-si] <i>to take leave (of), say good-by (to)</i>	para casa <i>(to) home</i>
o dinheiro [dinēru] <i>money</i>	
durante [durənti] <i>during</i>	

A. Give the Portuguese equivalents for the following: he is writing; we were talking; I kept on reading; I was growing; we were running; were they talking?

B. Study: 1. Quando me encontro com um amigo na rua, digo-lhe: 2. Como está, João? Tenho grande prazer em o ver. 3. Ele me diz como está, e ficamos a falar um pouco. 4. Então ele diz: — Tenho que ir-me, até logo. 5. Eu respondo: — Adeus; e despedindo-me assim dêle volto para casa. 6. Entrando na casa, vejo meu pai escrevendo uma carta. 7. Neste momento minha irmã Isabel entra na sala comendo alguma coisa, não sei que. 8. Como essa menina vai crescendo como uma árvore, fica sempre a ter fome. 9. Por isso, está sempre comendo. 10. Logo que meu pai tinha escrito a carta, tomou o jornal e começou

¹ Often used with *embora*.

a lê-lo. 11. Estará lendo-o durante duas horas sem dizer uma palavra a ninguém. 12. Durante este tempo Isabel estará brincando com as suas amiguinhas. 13. A criada estará a preparar a comida na cozinha. 14. Nossa mãe não estando em casa, jantaremos sem ela. 15. Depois de jantar, Isabel vai correndo à casa das suas amiguinhas para brincar outra vez com elas.

C. *Answer the following questions:* 1. Que diz o senhor quando se encontra com um amigo na rua? 2. O que diz despedindo-se dele? 3. A quem viu o senhor quando entrou na casa? 4. Que fazia o pai? 5. Que estava Isabel a fazer? 6. Porque Isabel está sempre com fome? 7. Depois de escrever a carta, que fez o pai? 8. Quanto tempo estará a lê-lo? 9. O que fará Isabel durante este tempo? 10. A criada? 11. Porque jantarão sem a mãe? 12. Depois de jantar o que faz Isabel? 13. O que quer dizer a palavra « amiguinho »?

D. *Write in Portuguese:* 1. In the station a man was running to take the train. 2. The station was full of men and women buying tickets. 3. Two or three men were reading newspapers; many were doing nothing. 4. Right then a train arrived, and some men went running to take it. 5. One boy kept looking at the clock to see what time it was. 6. As it was very hot, I was turning pale. 7. The professor saw one student talking to another. 8. Isabel is very happy now because she is playing with her little friends. 9. When children are growing, they are always hungry. 10. That woman is always talking about the book she is writing. 11. She has never written it but she keeps on talking about it. 12. Putting his hat on the table, he sat down and began to write. 13. He was writing to his friend, telling him that he was taking a trip to Brazil. 14. His friend would like to travel too, but without money he cannot.

Leitura

Durante quase três séculos o Brasil foi uma colónia¹ de Portugal. Em 1808, Napoleão invadiu² Portugal, e o Príncipe-Regente,³ D. João, para evitar⁴ ser aprisionado⁵ pelos franceses, partiu de Lisboa para a sua grande colónia. O Regente estabeleceu⁶ a sua corte no Rio de Janeiro. Em 1816 morreu a rainha⁷ D. Maria I,

¹ colony. ² invadiu, from invadir, to invade. ³ Prince Regent. ⁴ to avoid. ⁵ taken prisoner. ⁶ estabeleceu, from estabelecer, to establish.
⁷ queen.

e o Regente veio ao trono¹ de Portugal com o nome de D. João VI, mas não partiu do Brasil. Em 1821, D. João foi chamado a Lisboa; antes de partir, fez o Brasil um reino² em vez de uma colónia, como tinha sido. Deixou³ seu filho Pedro como regente do novo reino.

(A seguir)

LESSON XXX

185. *Imperative Mood*

I. falar:

SINGULAR	PLURAL	
fala (tu) [fala]	falai (vós) [falaɪ]	(you) speak

II. aprender:

aprende (tu) [əprɛndɪ]	aprendei (vós) [əprɛndeɪ]	(you) learn
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III. partir:

parte (tu) [partɪ]	parti (vós) [perti]	(you) leave
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These forms of the imperative are used only in the affirmative. In negative commands the subjunctive is used. Furthermore, these forms are used only with tu and vós, and therefore are rarely met with. The ordinary forms of the imperative are given below.

186. *Subjunctive Mood. Present Tense*

I. falar

SINGULAR	PLURAL
fale [fali]	falemos [falemus]
fales [falis]	faleis [faleɪs]
fale [fali]	falem [faleɪ]

¹ throne. ² kingdom. ³ deixou, from deixar, to leave.

II. aprender

SINGULAR

aprenda [əprẽndəs]
aprendas [əprẽndəs]
aprenda [əprẽndəs]

PLURAL

aprendamos [əprẽndəməs]
aprendais [əprẽndāis]
aprendam [əprẽndəm]

III. partir

SINGULAR

parta [partəs]
partas [partəs]
parta [partəs]

PLURAL

partamos [pertəməs]
partais [pertāis]
partam [partəm]

187. Use of Subjunctive to Express Imperative

The subjunctive, in addition to its other uses, is the ordinary way of expressing the imperative.

SINGULAR

fale o senhor (você, V. Ex^a.) *speak* (2d pers. sing.)
(que) ele fale }
(que) fale ele } *let him speak*

PLURAL

falemos *let us speak*
falem os senhores (vocês, V. Ex^{as}.) *speak* (2d pers. pl.)
(que) elas falem }
(que) falem elas } *let them speak*

The negative forms are the same, except that then the pronoun subject always follows the verb.

(que) não fale ele	<i>let him not speak</i>
(que) não falem elas	<i>let them not speak</i>

In the third person, the *que* may be omitted. Without *que* the command is more direct.

All regular verbs of the first conjugation are thus inflected. Regular verbs of the second and third conjugations use similarly the forms of *aprender* and *partir* given above.

188. Subjunctive in Direct Commands

The Portuguese present subjunctive used in direct commands is generally to be expressed in English by *let* and the infinitive, if the subject is not in the second person. See §187.

1. But if *let* means *allow* or *permit*, it is to be translated by **deixar** or **permitir**:

Deixe-me entrar. *Let me come in.*

Permita o senhor que João fale. *Let John speak. (Permit John to speak.)*

2. In the first person plural one may say **estudemos** or **vamos estudar**, *let us study.*

189. Position of Personal Pronoun Objects in Commands

For the position of the personal pronoun objects of a verb used to express a command or wish, see § 123.

But, if the verb is introduced by **que**, a personal pronoun object precedes the verb: **que o traga ela já**, *let her bring it at once.*

190. Some Idioms with *dar*, to give

dar, *to strike* (of a clock)

Dão três horas. *It is striking three. (Three o'clock is striking.)*

dar com, *to meet with, run into*

Dei com o meu amigo na rua. *I ran into my friend in the street.*

dar para, *to face*

Esta janela dá para a avenida. *This window faces the avenue.*

dar-se, *to be produced, grow*

O café dá-se bem no Brasil. *Coffee grows well in Brazil.*

dar um passeio, *to take a walk or ride*

Vamos dar um passeio pela cidade. *Let's take a walk (or ride) through the city.*

EXERCISES

arranjar [arrəŋʒar] <i>to put in order,</i>	a linha [līnɐ] <i>line</i>
get ready	ora [ɔrɐ] <i>now</i> ¹
o avião, -ões [av'iãu, -õ̃is] <i>airplane</i>	permitir [p̄im̄itir] <i>to permit, allow</i>
a bagagem [bagazẽ] <i>baggage</i>	o vapor [v̄apor] <i>ship, steamship</i>
deixar [dɛʃar] <i>to let</i>	voar [v̄uar] <i>to fly</i>
levar [l̄ivar] <i>to take (time)</i>	
bilhete de ida e volta [biłet̄i d̄i id̄a i volte] <i>round-trip ticket;</i>	
de vapor, etc. <i>by plane, by boat, etc.</i>	

¹ In connective use, not to be used for *agora* in absolute time use.

A. Give the Portuguese equivalents for the following (second person commands are to be rendered by the ordinary forms, *o senhor*, etc.): do not write it; speak, Miss; read (*pl.*) it; let John study (*permission*); let John finish (*command*); let us return to the house (*2 ways*); let me see; do not let him come in (*command*); let her go away (*permission*); learn (*pl.*) these words.

B. Study: 1. João e Luiz estão pensando em fazer uma viagem ao Brasil. 2. Não sabem ainda como hão-de ir ali. 3. João diz: — Tomemos um vapor; gosto muito de viajar num vapor. 4. Luiz respondeu que a viagem num vapor levaria onze ou doze dias. 5. Pensa que seria melhor (*better*) tomar um avião. 6. Ele se explica assim: — Você sabe que a linha Pan-Americana tem bons aviões grandes que saem de Miami. 7. De avião a viagem não leva mais de (*than*) quatro dias. 8. João lhe diz que a viagem de avião custaria muito. 9. É verdade — diz Luiz; — você tem razão; não falemos mais, mas compre você já os bilhetes. 10. Hei-de comprar bilhetes de ida e volta e de qual classe? 11. Compre bilhetes de segunda classe, mas não de ida e volta. 12. Não valeria a pena comprar bilhetes de ida e volta, porque não sabemos ainda quanto tempo havemos-de ficar no Brasil nem quando havemos-de voltar. 13. Então João diz: — Eu vou comprar os bilhetes; que você arranje a nossa bagagem, e que a criada lave três ou quatro das minhas camisas. 14. Ora, deixe-me ir. 15. E saindo da casa, vai correndo para comprar os bilhetes.

C. Answer the following questions: 1. Em que pensam João e Luiz? 2. O que quer tomar o João? 3. Quem gosta muito de viajar? 4. Quanto tempo levaria a viagem num vapor? 5. O que pensa o Luiz que seria melhor? 6. Que linha tem aviões que voam entre (*between*) os Estados Unidos e o Brasil? 7. Quanto tempo leva a viagem de avião? 8. Quem vai comprar os bilhetes? 9. Há-de comprar bilhetes de qual classe? 10. Porque o João não quer comprar bilhetes de ida e volta? 11. O que tem o Luiz que fazer? 12. O que diz que a criada faça (*do*)?

D. Write in Portuguese: 1. I do not understand Portuguese well; do not speak fast. 2. I want that room on the second floor that faces the garden. 3. What time is it? It is striking five o'clock. 4. Nine o'clock has just struck. 5. I saw many men in the train reading newspapers. 6. My professor ran into me this morning while I was writing the exercises. 7. Coffee grows in Brazil, but it does not grow in the United States. 8. I was taking a walk on the avenue this morning when I met my friend John. 9. Write three exercises and read two lessons. 10. Leave now, Miss Isabel, and come back tomorrow. 11. Let us try to speak

the truth. 12. It is very difficult but it can be done. 13. Why certainly, it must be done. 14. Do not take the airplane; take the steamship. 15. Let John buy the tickets; let him buy second-class return tickets. 16. Let him spend (pass) the night here because it is raining. 17. Do not permit him to go out because it is very cold.

Leitura

As côrtes¹ em Lisboa mandaram,² em 1821, que D. Pedro voltasse³ a Portugal, mas êste não obedeceu⁴ e disse que ficava. No dia 7 de setembro de 1822, no Ypiranga, Estado de São Paulo, o Príncipe-Regente D. Pedro declarou a independência do Brasil nas palavras imortais⁵ « Independência ou morte ».⁶ Estas palavras são chamadas hoje: « O grito⁷ do Ypiranga ». A 12 de outubro seguinte D. Pedro foi proclamado⁸ Pedro I, Imperador⁹ do Brasil. Um grande homem que fêz muito para a independência brasileira foi José Bonifácio de Andrade e Silva, conhecido como « o patriarca¹⁰ da independência ». Os Estados Unidos da América do Norte reconheceram,¹¹ em 1824, a independência do Brasil; eram a primeira nação¹² a reconhecê-la. Foi reconhecida por Portugal em 1825.

(A seguir)

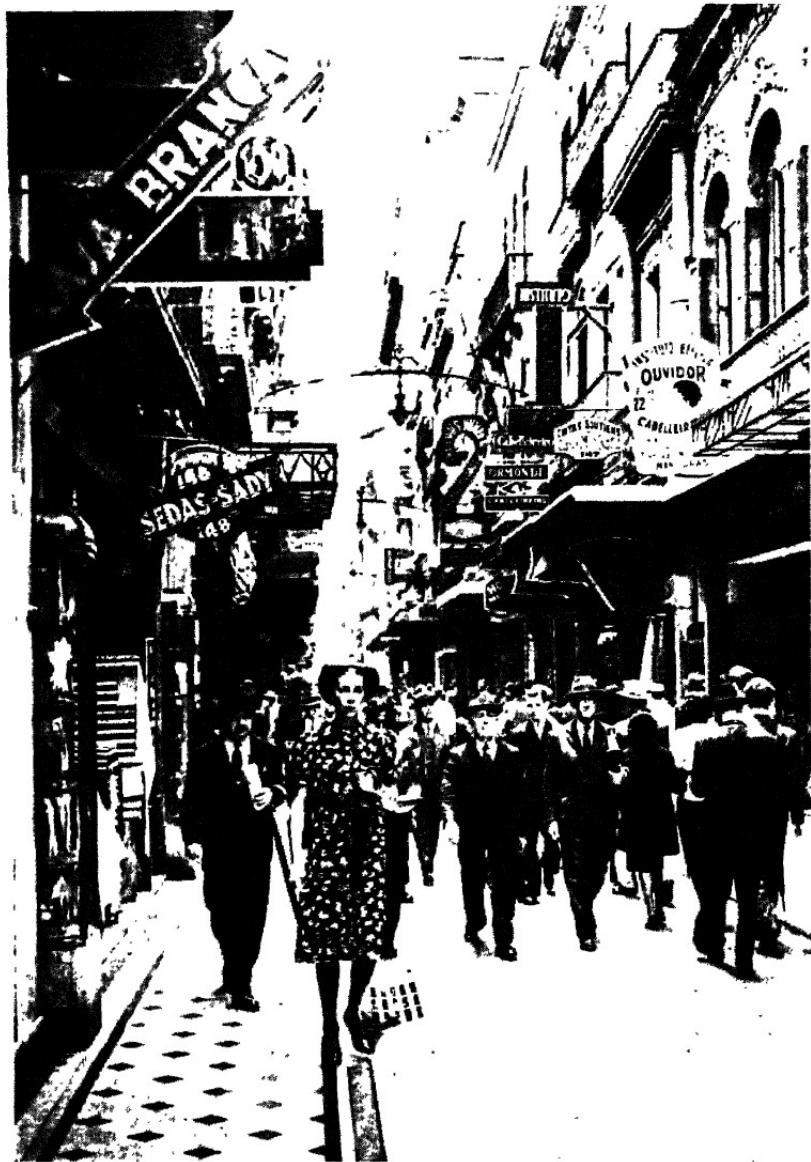
REVIEW LESSON VI

A. Give the Portuguese equivalents for the following: the written word; who has told him so (it)? he must be tired; saying nothing, he . . . ; do not believe it; he was killed; had she spoken to you? there is much to do; we were studying; let's get up; we saw the men working; we shall go now.

¹ parliament. ² mandaram, from mandar, to order. ³ voltasse, imp. subj. of voltar, should return. ⁴ obedeceu, from obedecer, to obey. ⁵ immortal. ⁶ death. ⁷ cry. ⁸ proclaimed. ⁹ Emperor. ¹⁰ patriarch. ¹¹ reconheceram, from reconhecer, to recognize. ¹² nation.



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UMA RUA ANIMADA DO RIO DE JANEIRO

B. Give the English for the following: ficou falando; estão a dar as cinco; é querida de seus filhos; houve um homem morto na rua; ia dizendo-me; ela deu comigo na rua; que escrevam os alunos os exercícios; teríamos escrito; há que estudar para aprender; três meses há.

C. Write in Portuguese: 1. The country was discovered by a Portuguese nobleman. 2. My mother has a headache and her tooth hurts too. 3. What is the matter with you? Why don't you get up? 4. You were called by the maid an hour ago. 5. Taking his friend with him, he went to take a walk. 6. Are there many narrow streets in this city? 7. Yes, sir, there are many. 8. What is there to write in this lesson? 9. I was introduced to the professor by my brother. 10. The professor is loved by all the students. 11. So long, I shall see you tomorrow morning. 12. As soon as he had entered the house, he sat down. 13. Where is Anna? She is probably playing with her little friends. 14. Do not speak of it; let's think about something else (*outra coisa*). 15. I do not like this room; it faces the street. 16. Coffee was first used in Arabia. 17. A shepherd saw his goats eating the leaves. 18. We have been studying this lesson for two hours, but still (yet) we do not know it. 19. Do you know this man? Yes, I met him two years ago. 20. This lesson must be studied well. 21. We were going home when it began to rain.

LESSON XXXI

191. Present Subjunctive

sentir, to feel

SINGULAR	PLURAL
sinta [sinta]	sintamos [sintemos]
sintas [sintes]	sintais [sintais]
sinta [sinta]	sintam [sintam]

dormir, to sleep

SINGULAR	PLURAL
durma [durme]	durmamos [durmemos]
durmas [durmas]	durmais [durmais]
durma [durme]	durmam [durmem]

fazer, to do, make

SINGULAR	PLURAL	SINGULAR	PLURAL
faça [fase]	façamos [fesemus]	peça [pesa]	peçamos [písemus]
faças [fases]	façais [fesaís]	peças [pesas]	peçais [písaís]
faça [fase]	façam [fasẽu]	peça [pesa]	peçam [pesẽu]

pôr, to put

SINGULAR	PLURAL
ponha [pona]	ponhamos [ponremus]
ponhas [ponas]	ponhais [ponaís]
ponha [pona]	ponham [ponẽu]

querer, to wish

SINGULAR	PLURAL
queira [keíra]	queiramos [keíremus]
queiras [keíras]	queirais [keíraís]
queira [keíra]	queiram [keírsu]

proibir, to forbid

SINGULAR	PLURAL
prosba [prúiba]	proibamos [prúibemus]
prosbas [prúibes]	proibais [prúibaís]
prosba [prúiba]	prosbam [prúibẽu]

192. Subjunctive in Substantive Clauses¹

The present subjunctive may be used to express a direct command or wish (§ 122 and Lesson XXX). It is also used to express an indirect command or wish, after *mandar, ordenar, to command, order; pedir, to ask; querer, to wish; preferir, to prefer; aconselhar, to advise; deixar, to let, allow; proibir, to forbid*, and the like.

Ele manda que eu feche a porta. *He orders me to close (that I close) the door.*

Quero que tu sejas feliz. *I wish you to be (that you may or shall be) happy.*

Preferimos que êle a escreva. *We prefer that he write (that he should write) it.*

Prosbo que entres naquela casa. *I forbid your entering (that you should enter) that house.*

¹ A clause that is the subject or the object of a verb is called a substantive clause.

Note that in these sentences the Portuguese subjunctive is expressed in English by (1) the simple subjunctive (as in *that he write*); (2) *shall, should, or may* and the infinitive; (3) the infinitive alone; (4) the present participle (or gerund).

Dizer, escrever, and the like, may be used as verbs of command:

Escreve-me para que volte em seguida. *He writes me to return immediately.*

193. Infinitive in Place of Subjunctive

If the principal and the subordinate verbs of a sentence have the same subject, the infinitive is used in Portuguese instead of the subjunctive.

Quero ser feliz.

I wish to be happy.

Preferimos escrevê-la.

We prefer to write it.

The infinitive is often used in English even when the principal and the subordinate verbs have different subjects (see § 192). In Portuguese the infinitive may be thus used only after a few verbs such as *mandar, deixar*, and the like, chiefly when the subject of a subordinate verb is a personal pronoun:

Mandou-me vir.

He ordered me to come.

Não o deixámos entrar.

We did not let him come in.

EXERCISES

- o chauffeur or chofer (accent on last syllable) *chauffeur*
 - a chave [ʃavɪ] *key*
 - o cinema [sinemá] *moving pictures, "movies"*
 - divertir-se [di'vertiɾ-si] *to amuse oneself, have a good time*
 - o elevador [llevádor] *elevator*
 - o fumar [fumar] *to smoke*
 - o hotel [otel] *hotel; pl. hotéis* [oteis]
 - a livraria [livraria] *bookstore*
 - mandar [məndar] *to order, command; send*
 - mostrar [mustrar] *to show*
 - a obra [əbɾə] *work (of art, literature, music)*
 - proibir [pruibir] *to forbid*
 - sentir [séntir] *to feel; regret, be sorry*
 - só(mente) [sõmēnti] *only*
 - subir [subir] *to go up; bring up*
 - o taxi [taksi] *taxi*
 - terceiro, -a [tirseiu, -e] *third*
- para onde? *where to?* queira sentar-se¹ *please sit down*

¹ Querer in the present subjunctive may be used to express *please*.

A. *Give the Portuguese forms for the English words:* Ele deseja que we do not talk; prosto you to smoke; sinto que they are sick; élê não quer to read; mandou me to sit down; Ana prefere that you write; deixe him speak; ela pede us to come in; quero him to sleep.

B. *Study:* 1. João e Luiz chegaram a São Paulo às nove pela manhã. 2. Saem da estação e chamam um taxi. 3. O chauffeur lhes pergunta: — Para onde, senhores? 4. João responde: — Queremos que nos leve ao Hotel Paulista; queira andar devagar; desejo que o meu amigo conheça as ruas pelas quais (*through which*) havemos-de passar. 5. Chegados ao hotel, os dois amigos pedem ao empregado que lhes dê um quarto no terceiro andar. 6. Então o empregado lhes pede que tomem o elevador para subir ao quarto. 7. Luiz manda ao porteiro que suba as bagagens em seguida, porque querem dar um passeio pela cidade antes de almoçar. 8. Quando estão saindo do hotel, o empregado pede que deixem a chave do seu quarto com él. 9. João procura uma livraria porque quer comprar uma obra de Camões. 10. João diz ao Luiz que él tambécompre um livro. 11. Mas Luiz responde que não gosta de ler; diz que gosta mais de ir ao cinema. 12. João pensa que o cinema não vale muito porque não ensina nada. 13. Diz ao Luiz: — Você vai ao cinema sómente para divertir-se. 14. Prefiro que algumas vezes leia um bom livro em vez de ir ao cinema. 15. Então João manda ao empregado que lhe mostre algumas obras de Camões. 16. Luiz diz: — Você ficará aqui tóda a tarde lendo êsses livros; deixe-me ir ao cinema. 17. João lhe responde: — Não desejo que você fique comigo. Mas faça favor de estar ao hotel às seis e meia.

C. *Answer the following questions:* 1. A que horas chegaram João e Luiz? 2. O que lhes pergunta o chauffeur? 3. João responde? 4. O que quer João que o seu amigo faça? 5. O que pedem ao empregado? 6. O que manda Luiz ao porteiro? 7. Que pede o empregado que façam com a chave? 8. Porque procura João uma livraria? 9. Que diz João a Luiz que faça? 10. Que prefere João que Luiz faça algumas vezes? 11. Que manda João ao empregado da livraria? 12. O que não deseja João?

D. *Write in Portuguese:* 1. I do not want him to come in. 2. He orders us not to do this. 3. He did not let us read the book during the class. 4. He prefers that we should not put our hats on the tables. 5. Please wake me up very early tomorrow morning. 6. He ordered him to read the works of Camões. 7. Please (*use querer*) explain to

me what this means. 8. We are sorry that he is ill; he will be well tomorrow perhaps. 9. He writes me that I should not take a trip to Brazil this year. 10. I wish you to write me many letters about your trip. 11. I want to read, but he prefers to go to the "movies." 12. Order the porter to bring up the baggage at once. 13. Do you want me to send these things to your house? 14. Have (Order) the maid (to) wash my shirts and clean my room. 15. The doctor orders me to sleep nine hours at night.

Leitura

Em 1826 morreu João VI, Rei de Portugal e pai do Imperador Pedro I do Brasil. Este se achava assim Pedro IV, Rei de Portugal e Pedro I, Imperador do Brasil; mas êle abdicou¹ a coroa² portuguesa, e mais tarde (1831) a do Brasil também. Seu filho Pedro, que tinha então cinco anos, sucedeu³ no trono, com o nome de Pedro II. O seu longo reinado⁴ de 58 anos foi um tempo de paz,⁵ de ordem⁶ e de justiça. D. Pedro foi grande patrono⁷ das letras⁸ e sciências e também dos melhoramentos materiais⁹ do Brasil. Teve a glória¹⁰ de acabar com¹¹ a escravidão,¹² em 1889. No mesmo ano, a 15 de novembro, uma revolução se declarou,¹³ o Imperador foi depôsto,¹⁴ e a República se estabeleceu.

LESSON XXXII

194. Stem of the Present Subjunctive

- a) The present subjunctive has, as a rule, the same stem as that of the first person singular of the present indicative.

¹ abdicou, from *abdicar*, to *abdicate*. ² crown. ³ sucedeu, from *suceder*, to *succeed*. ⁴ reign. ⁵ peace. ⁶ order. ⁷ patron. ⁸ letters, literature. ⁹ melhoramentos materiais, physical improvement. ¹⁰ glory. ¹¹ acabar com, to put an end to. ¹² slavery. ¹³ se declarou, from *declarar-se*, to break out. ¹⁴ depôsto, from *depor*, to depose.

PRES. IND.
1ST PERS. SING.

dizer:	dig-o	dig-a, -as, -a, -amos, -ais, -am [diga, etc.]
ter:	tenh-o	tenh-a, -as, -a, -amos, -ais, -am [tenha, etc.]
vir:	venh-o	venh-a, -as, -a, -amos, -ais, -am [veja, etc.]
poder:	poss-o	poss-a, -as, -a, -amos, -ais, -am [possa, etc.]
etc.		

PRESENT SUBJUNCTIVE

- b) The exceptions to this general rule are the following verbs, whose present indicative (except *quero*) does not end in -o.

PRES. IND.
1ST PERS. SING.

dar:	dou	d-ê, -ês, -ê, -êmos, -eis, -êem [de, etc.]
estar:	estou	estej-a, -as, -a, -amos, -ais, -am [esteja, etc.]
ser:	sou	sej-a, -as, -a, -amos, -ais, -am [seja, etc.]
ir:	vou	v-á, -ás, -á, -amos, -ades, -ão [va, etc.]
haver:	hei	haj-a, -as, -a, -amos, -ais, -am [aça, etc.]
saber:	sei	saib-a, -as, -a, -amos, -ais, -am [salba, etc.]
querer:	quero	queir-a, -as, -a, -amos, -ais, -am [keira, etc.]

195. *Subjunctive in Substantive Clauses* (continued)

- a) The subjunctive is required after expressions of *feeling* or *emotion*, such as *recear*,¹ *to fear*; *esperar*, *to hope*; *sentir*, *to regret*, *be sorry*; *ser pena*, *to be a pity*, and the like.

Receamos que êle não chegue a tempo. We fear that he will not arrive on time.

Sinto que o senhor esteja doente. I am sorry that you are ill.
É pena que João não estude mais. It is a pity that John does not study more.

Esperar may also take the indicative, especially in the future when the element of doubt is not uppermost in the mind of the speaker:

Espero que não choverá. I hope it will not rain.

As stated in § 193, if the subject of the two clauses is the same, the infinitive is used instead of the subjunctive, and this will hold true in all other cases.

¹ Inflected like *cear*.

Receamos não chegar a tempo. *We fear that we shall not arrive in time.*
 Sinto estar doente. *I am sorry to be ill (that I am ill).*

- b) The subjunctive is required after expressions of *doubting* or *denying*, such as *duvidar*, *to doubt*, and *negar*, *to deny*.

Duvido que seja feliz. *I doubt that (whether) he is (or he will be) happy.*
 Nega que seja assim. *He denies that it is true.*

196. Expressions of Believing, Saying, etc.

Expressions of *believing* or *saying*, such as *crer*, *to believe*; *dizer*, *to say*; *estar certo de*, *to be sure of*, and the like, usually take the indicative; but when they are negative or interrogative they may express doubt or denial, in which case they take the subjunctive.

Creio que é feliz. *I believe that he is happy.*

But:

Não creio que seja feliz. *I do not believe that he is happy.*
 Crê o senhor que ele seja feliz? *Do you believe that he is happy?*
 (The speaker implies that he is in doubt.)

1. Similarly, *não duvido*, *não nego*, and the like, may take the indicative to stress a fact:

Não duvido que é feliz. *I do not doubt that he is happy.*
 Não nega que é verdade. *He does not deny that it is true.*

2. Note that the Portuguese present subjunctive may express either present or future time, and that it is sometimes best translated into English by the present or the future indicative.

EXERCISES

- | | |
|--|--|
| certo, -a [sértu, -e] <i>sure, certain;</i> | duvidar [duvidar] <i>to doubt</i> |
| estar — de <i>to be sure of</i> (personal use); é —, <i>it is sure or certain</i> (impersonal use) | esperar [ispírar] <i>to hope</i> |
| a colherada [kuł'iradə] <i>tablespoonful</i> | estar constipado, -a <i>to have a cold</i> |
| a constipação [köstipasëü] <i>cold (disease); pilhar [piłar] uma —, to catch a cold</i> | a garganta [gergënta] <i>throat; dor de —, sore throat</i> |
| contente [köntënti] <i>glad, happy;</i> | por dia <i>per day; três vezes por dia three times a day</i> |
| ficar —, <i>to be happy or glad</i> | recear [rislar] <i>to fear</i> |
| | a receita [riselte] <i>prescription</i> |
| | ser pena [ser pena] <i>to be a pity</i> |

dizer	que sim	<i>to say so</i>
crer		<i>to believe so</i>
esperar		<i>to hope so</i>
dizer	que não	<i>to say not</i>
crer		<i>to believe not</i>
esperar		<i>to hope not</i>

A. Express the English words in the corresponding Portuguese forms:
 é pena que élé *cannot come*; sinto que o senhor *are sick*; fico contente que elas *are coming*; receio que *I have no money*; duvido que isso *is true*; élés não crêem que *we shall say this*; não é certo que *he knows it*; crê o senhor que elas *like me? give it to me; please tell me*; espero que *it will not be cold*; não creio que *there is a bookstore* nesta rua.

B. Study: 1. Quando Maria acordou de manhã, estava doente. 2. Tinha dores de cabeça e de garganta, de modo que a sua mãe manda à criada que vá buscar o médico. 3. Este veio em seguida e se sentou junto da cama de Maria. 4. Disse que Maria tinha pilhado uma constipação. 5. Não digo — disse élé — que esteja muito doente, mas quero que fique da cama durante dois ou três dias. 6. Não estou certo ainda de que seja uma constipação; pode ser outra coisa. 7. Por isso, profbo que as suas amigas venham a vê-la. 8. Aqui está uma receita; que ela tome uma colherada dela quatro vezes por dia. 9. Receio que ela não goste da receita, mas tem que tomá-la. 10. É pena que não possa sair para brincar com as suas amigas, pero não creio que tenha que ficar mais de quatro dias no quarto. 11. Despedindo-se da mãe e de Maria, o médico se vai embora. 12. Maria espera que o médico se engane e que possa sair antes dos quatro dias. 13. Mas a mãe duvida que possa, e lhe diz que não pense em levantar-se. 14. Então Maria pede que a mãe busque um livro e lhe leia uma história. 15. A mãe fica contente que a menina possa divertir-se assim, e tomando um livro, começa a ler. 16. A mãe quer que as amigas de Maria saibam que está doente e que não podem visitá-la. 17. Por isso manda que a criada vá dizer-lho.

C. Answer the following questions: 1. Como estava Maria quando acordou? 2. O que tinha? 3. Que faz sua mãe? 4. Onde se sentou o médico? 5. O que disse o médico? 6. O que quer que ela faça? 7. De que não está certo ainda? 8. O que profbo? 9. O que manda que ela tome? 10. O que espera Maria? 11. Que lhe diz a mãe? 12. Que pede Maria a sua mãe?

D. Write in Portuguese: 1. Do you think that he knows it? 2. I believe not, but I want him to know it. 3. I fear that they will not have

a good time. 4. I do not say that he is wrong, but I think he is mistaken. 5. I think so, but he is not willing (*querer*) to listen to me. 6. I am sorry that you have a cold; I hope you will be well soon. 7. Is it certain that he is to come tomorrow? We hope so. 8. The doctor orders that you take a tablespoonful of this prescription after meals. 9. It is a pity that we cannot take a walk, but it is very hot. 10. Have (Order) the maid (to) get the baggage ready. 11. I ask him to give me this book, but he is not willing to. 12. I want you to ask him; I think he will give it to you. 13. I think not; he doesn't like me. 14. I am happy that we can take a trip to Brazil. 15. Let's go away now; we can come back another time. 16. Good-by, we'll see you tomorrow at school.

Leitura

MINHA PÁTRIA¹

Eu gosto de minha pátria,
Gosto muito do Brasil:
De seus campos, suas matas²
Deste lindo³ céu⁴ de anil.⁵

Tudo é belo⁶ em minha pátria:
Seus pássaros⁷ mais cantores,⁸
Sua terra mais fecunda⁹
E mais lindas³ suas flores.

(A seguir)

LESSON XXXIII

197. Subjunctive in Substantive Clauses (continued)

- a) The subjunctive is required after impersonal expressions such as *é preciso* or *é necessário*, *it is necessary*; *é importante*, *it is im-*

¹ native land. ² forests. ³ pretty. ⁴ sky. ⁵ anil (poetic for azul) blue. ⁶ beautiful. ⁷ birds. ⁸ songsters or full of songs. ⁹ fertile.

portant; é conveniente, it is proper; é possível, it is possible, and the like.

É preciso que élle diga a verdade.

It is necessary for him to (that he should) tell the truth.

É importante que chegemos cedo.

It is important for us to (that we should) arrive early.

Não é possível que eu o faça.

It is not possible for me to do it.

- b) After most of these expressions the infinitive is used, as in English, if it does not have a definite subject, and it may be used if, in Portuguese, its logical subject is an unstressed personal pronoun object of the principal clause.

É importante chegar cedo.

It is important to arrive early.

Não é possível fazê-lo.

It is not possible to do it.

Não me é possível fazê-lo.

It is not possible for me to do it.

198. *Imperfect (or Past) Subjunctive*

The imperfect subjunctive is formed by substituting the following endings for the -ram of the third person plural of the preterite (past absolute) indicative (to this rule there are no exceptions): -sse, -sses, -sse, -ssemos, -sseis, -ssem.

PRET. IND.
3D PERS. PL.

IMPERFECT SUBJUNCTIVE

falar

SINGULAR

PLURAL

fala-ram:

falasse [fəlaʃsɛ]

falássemos [fəlaʃimʊs]

falasses [fəlaʃɪs]

falásseis [fəlaʃeɪs]

falasse [fəlaʃɪ]

falassem [fəlaʃeɪ]

aprender

aprende-ram:

aprendesse [əprẽdɛsɛ]

aprendêssemos [əprẽdɛsɪmʊs]

aprendesses [əprẽdɛsɪs]

aprendêsseis [əprẽdɛsɛɪs]

aprendesse [əprẽdɛsɛ]

aprendessem [əprẽdɛsɛɪ]

partir

parti-ram:

partisse [pərtiʃsɛ]

partíssemos [pərtiʃimʊs]

partisses [pərtiʃɪs]

partíssseis [pərtiʃeɪs]

partisse [pərtiʃsɛ]

partissem [pərtiʃeɪ]

	estar	
	SINGULAR	PLURAL
estive-ram:	estivesse [Istivesi] estivesses [Istivesis] estivesse [Istivesi]	estivéssemos [Istivesímus] estivésseis [Istiveseis] estivessem [Istiveséi]
	<i>ser and ir</i>	
fo-ram:	fosse [fosí] fosses [fosís] fosse [fosí]	fôssemos [fosímus] fôsseis [foséis] fossem [foséi]
	<i>pôr</i>	
puse-ram:	pusesse [puzesi] pusesses [puzesis] pusesse [puzesi]	puséssemos [puzesímus] pusésseis [puzeséis] pusessem [puzeséi]
	<i>ter</i>	
tive-ram:	tivesse [tivesi] tivesses [tivesis] tivesse [tivesi]	tivéssemos [tivesímus] tivésseis [tiveséis] tivessem [tiveséi]

Note that in the "strong preterites" these endings have open e [ε], while in *aprender* and other regular verbs of the second conjugation these endings have close e [e] as indicated by the accent mark.

199. Use of the Imperfect Subjunctive

- a) If the principal verb of a sentence is past or conditional, the subordinate subjunctive verb is usually in the imperfect tense.

Queria que o senhor fosse rico.	<i>I wished you to be (that you might be) rich.</i>
Receávamos que ele não chegasse cedo.	<i>We feared that he would not arrive early.</i>
Negou que fosse assim.	<i>He denied that it was true.</i>
Não seria possível que Paulo o fizesse.	<i>It would not be possible for Paul to do it.</i>

BUT (§ 193):

Eu queria ser feliz.	<i>I wished to be happy.</i>
Receávamos não chegar cedo.	<i>We feared we should not arrive early.</i>
Não seria possível fazê-lo.	<i>It would not be possible to do it.</i>

- b) The present perfect or the imperfect subjunctive is used after the present tense if the time of the subordinate verb is logically past.

Sinto que o senhor (V. S^a., V. Ex^a.) *I am sorry that you have been ill.*
tenha estado doente.

Duvido que fosse feliz. *I doubt that he was happy.*

EXERCISES

acompanhar [əkōmpañar] to ac-
company, come with
a alfaiataria [alfaietaria] tailor shop
o bonde [bôndi] streetcar
comprido, -a [kômpridu, -e] long
curto, -a [kurtu, -e] short
o endereço [ēndresu] address (resi-
dence)
a fazenda [fazênda] cloth, material

é preciso (necessário) [é prísizu] [níssariu] it is necessary; é importante [é impurtânti] it is important; é conveniente [é kôviniânti] it is con-
venient or proper

levar [lîvar] to wear
a manga [mângâ] sleeve
a medida [mídiâ] measure
pronto, -a [prôntu, -e] ready
rasgar [rrezzgar] to tear
a roupa [rropâ] clothes; — feita
[feîta] ready-made clothes
o terno [ternu] suit (of clothes)
tirar [tirar] to take off

A. Substitute the English words for the corresponding Portuguese forms:
é importante que we study; não é possível que élle do it; élle mandou que we learn it; fico contente que elas have arrived; não creio que o senhor were happy; não disse que they had it; seria preciso que we see it; é conveniente que o senhor do it; queria élle me to know that; cria o senhor que they would come? eu crio that I knew it.

Note in the sentences above that sometimes the English construction of *for* plus pronoun plus infinitive is preferable to the *that* construction; e.g., *It is not possible for him to do it.*

B. Study: 1. Como João rasgou o paletó do seu terno, queria comprar um novo. 2. Desejava élle que Luiz o acompanhasse a uma alfaiataria. 3. João pergunta ao empregado do hotel se havia uma alfaiataria perto de ali. 4. O empregado responde que não, mas lhes mostra a direcção de uma alfaiataria na cidade. 5. Como a alfaiataria era longe, era preciso tomar o bonde. 6. Chegados à alfaiataria, Luiz pediu ao alfaiate que lhe mostrasse alguns ternos. 7. O alfaiate perguntou se queria roupa feita ou que élle fizesse o terno. 8. Disse João: — Não gosto da roupa

feita; as mangas sempre são muito curtas e as calças muito compridas. 9. Desejo — disse êle — que você faça o terno da mesma fazenda como êste que levo. 10. O alfaiate lhe pediu que quisesse (*please*) tirar o paletó para tomar medida. 11. Depois de ter tomado a medida, o alfaiate lhe perguntou: — Para quando quer o senhor o terno pronto? 12. Muito cedo, si é possível — respondeu João; — é preciso que o tenha antes da semana que vem. 13. Sim, senhor, é possível; tenha a bondade de dar-me o seu enderêço. 14. O senhor virá buscar o terno ou quer que eu o mande ao hotel? 15. Faça favor de mandá-lo; não é conveniente que venha outra vez aqui. 16. Como Luiz era um americano rico, não perguntou quanto custaria o terno.

C. *Answer the following questions:* 1. Porque João queria comprar um terno? 2. Que desejava que Luiz fizesse? 3. O que pergunta João ao empregado? 4. O que fêz o empregado? 5. Que tomaram para ir à alfaiataria? 6. O que pediu João ao alfaiate? 7. Porque João não gosta da roupa feita? 8. De que fazenda quer João que seja feito o terno? 9. Onde compra o senhor a sua roupa? 10. O senhor compra roupa feita? 11. Quantos ternos tem o senhor? 12. O senhor rasga algumas vezes o seu paletó?

D. *Write in Portuguese:* 1. It is important for me to have the suit tomorrow. 2. Is it possible for you to have it ready then? 3. It was not necessary for you to take a walk before breakfast. 4. I wanted you to meet my friend. 5. John was to be here at six o'clock, but I doubt that he has come. 6. It was not convenient for Elizabeth to go shopping today. 7. I ordered the tailor to make me a suit. 8. I told him not to make the sleeves short nor the trousers long. 9. It would be necessary to take the streetcar to go there. 10. I asked him if it was possible for me to have the suit before next week. 11. He said yes, so I shall wear it Sunday. 12. The material in (*de*) this suit is good; I bought it in Brazil last year. 13. I did not say that he was sick; I said that he was not well. 14. I did not think that I should see you today. 15. We feared that we should not be able to take the train. I did not believe that he could do it.

Leitura

Tudo é grande em minha pátria:
As cachoeiras¹ cantantes,²

¹ waterfall. ² singing.

As montanhas,¹ as florestas,²
As minas³ de diamantes⁴ . . .

É muito grande o Brasil,
Não cabe⁵ nêste salão,
Mas trago-o todo inteirinho⁶
Dentro do⁷ meu coração.

VICENTE GUIMARÃES

LESSON XXXIV

200. Subjunctive in Adjectival Clauses⁸

The subjunctive is used in adjectival clauses (introduced by a relative pronoun):

a) After a negative.

Não encontrei ninguém que falasse *I did not find anyone who spoke Portuguese.*

b) If the relative pronoun has an indefinite antecedent.

Eu procurava um homem que *I was looking for a man (any man) who spoke Portuguese.*

BUT:

Eu conhecia um homem que falava *I knew a man (some definite man) who spoke Portuguese.*

Prometeu dar um prémio ao aluno
que escrevesse o melhor tema. *He promised to give a prize to the student (any student) who should write the best theme.*

BUT:

Deu um prémio ao que escreveu o
melhor tema. *He gave a prize to the one (some definite one) who wrote the best theme.*

¹ mountains. ² forests. ³ mines. ⁴ diamonds. ⁵ cabe, from caber, to be contained in. ⁶ wholly. ⁷ Dentro do, Within. ⁸ A clause that modifies a noun or pronoun is called an adjectival clause.

- c) In clauses containing the equivalent of *whoever*, *whatever*, *however*.

quemquer que seja por melhor que seja	<i>whoever he may be</i> <i>however good it may be</i>
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201. Subjunctive in Adverbial Clauses¹

The subjunctive is used in adverbial clauses:

- a) After the temporal conjunctions: *quando*, *when*; *logo que*, *as soon as*; *enquanto* (*que*), *as long as*, *while*; *antes que*, *before*; *até que*, *until*, and the like, if future time is implied. (But see Lesson XXXV.)

Não o venda o senhor antes que eu o veja. *Do not sell it before I see it.*

Disse que esperaria até que chegasse o trem. *He said he would wait until the train arrived (or should arrive).*

If future time is not implied, the indicative is generally used:

Quando me vem ver, sempre o recebo cordialmente. *When he comes to see me, I always receive him cordially.*

Quando me veio ver, recebi-o cordialmente. *When he came to see me, I received him cordially.*

But *antes que* usually takes the subjunctive even in past time:

Morreu antes que ela chegasse. *He died before she arrived.*

- b) After *para que*, *in order that*, *de modo (maneira) que*, *so as, so that*, *contanto que* or *semprre que*, *provided that*, *a menos que*, *unless*, *ainda que*, *although*, *even if*, *dado que*, *granted that*, and the like, if the subordinate verb does not state something as an accomplished fact.

Dei-lhe papel, pena e tinta para que ele escrevesse a carta.

Escreveu-me dizendo que compraria a casa contanto que eu fizesse as reparações necessárias.

Não aprenderei esta lição ainda que estude toda a noite.

I gave him paper, pen and ink in order that he should write the letter.

He wrote me that he would buy the house provided (that) I should make the necessary repairs.

I shall not learn this lesson even if (although) I study all night.

¹ A clause that modifies a verb is called an adverbial clause.

202. Present Indicative of *valer* and *ouvir**valer, to be worth*

SINGULAR

valho [vaʎu]
 vales [valis]
 vale [val]

PLURAL

valemos [valemus]
 valeis [valeis]
 valem [valẽ]

ouvir, to hear

SINGULAR

oiço (ouço)¹ [oisu, osu]
 ouves [ovis]
 ouve [ovi]

PLURAL

ouvimos [ovimus]
 ouvis [ovis]
 ouvem [ovẽ]

EXERCISES

ainda que [sindz ki] <i>although, even if</i>	em baixo [ẽim baʎu] <i>below</i>
o alto [altu] <i>top</i>	esperar [ispilar] <i>to wait (for)</i>
a menos que [a menuſ ki] <i>unless</i>	estender-se [istẽder-si] <i>to extend, stretch out</i>
antes que [əntis ki] <i>before</i>	o mar [mar] <i>sea, ocean</i>
até que [ate ki] <i>until</i>	a montanha [mõntaɲa] <i>mountain</i>
o centro [sẽntru] <i>center</i>	a ocasião [ukezis̥u] <i>occasion, opportunity</i>
contanto que [kõntõntu] <i>pro- ki]</i>	ouvir [ovir] <i>to hear</i>
sempre que [sẽmpri ki] <i>that</i>	a pedra [pedre] <i>stone</i>
dado que [dadu ki] <i>granted that</i>	propor [prupor] <i>to propose, suggest</i>
de modo (maneira) que [dõ mõdu, meneira ki] <i>so as, so that</i>	temer [t̥imer] <i>to fear</i>
a distância [distẽs̥a] <i>distance</i>	a vista [viste] <i>view; sight</i>

quemquer que seja *whoever it may be*; por melhor que seja *however good it may be*; o Corcovado [kurkuvadu] *the "Hunchback"* (mountain of about 2300 ft. altitude near Rio de Janeiro); o Pão de Açúcar (assúcar) [pẽu d̥i ssuker] *Sugar Loaf Mountain* (high rock rising precipitously out of Rio Bay)

A. Substitute the corresponding Portuguese forms for the English words:
 eu temei que *you were sick*; não havia ninguém *who knew me*; havia um

¹ Both forms are used.

homem *who spoke English*; ele esperou até que *I arrived*; dei-lhe dinheiro para que *he might buy a book*; ela não crê que isso *is worth while*; não farei isto ainda que *they order me (order it to me)*; diga a verdade de modo que *you may be believed by all*; dissemos que não escreveríamos a menos que *they gave us a pen*; tinham partido antes que *we came*.

B. *Study*: 1. João e Luiz ficavam muito contentes com o Rio de Janeiro. 2. No hotel não havia ninguém que falasse inglês, mas um dia foram apresentados a um brasileiro que queria aprendê-lo. 3. Luiz pediu ao brasileiro que os acompanhasse nos passeios que iam dar. 4. Com muito prazer — respondeu o brasileiro, que se chamava Emílio da Cunha. 5. Ele propôs também que um dia falassem sómente o português, e que o outro dia falassem sómente o inglês. 6. De maneira que — disse ele — os senhores possam aprender a falar bem o português, e eu tenha a ocasião de ouvir e de tratar de falar inglês. 7. Para que vissem e conhecessem bem a cidade, propôs que ao dia seguinte dessem um passeio ao Corcovado. 8. O Corcovado, o que é o Corcovado? — perguntou João. 9. É uma montanha de pedra perto da cidade — explicou Emílio. 10. Do alto da montanha os senhores terão uma vista bonita de toda a cidade e da baía. 11. Assim João e Luiz se levantaram muito cedo a manhã seguinte para que tomassem o primeiro bonde ao Corcovado. 12. Em baixo, na distância, estendia-se a cidade; ficavam muito tempo gostando da vista. 13. Podiam ver muito claramente a Avenida Rio Branco, uma avenida ancha, bordada de árvores. 14. Esta avenida corta pelo centro da cidade e conduz ao mar. 15. Emílio ficava muito contente que os seus novos amigos gostassem tanto (*so much*) da vista. 16. Disse que ao dia seguinte iriam ao Pão de Açúcar, contanto que não chovesse.

C. *Answer the following questions*: 1. O que não havia no hotel? 2. A quem foram apresentados? 3. Que pediu o Luiz ao brasileiro? 4. O que respondeu o brasileiro? 5. Como se chamava o brasileiro? 6. Que propôs ele que fizessem? 7. Porque queria ele que dessem um passeio ao Corcovado? 8. O que é o Corcovado? 9. Porque João e Luiz levantaram-se muito cedo? 10. Como se vai ao Corcovado? 11. Porque ficava contente o Emílio? 12. Onde haviam-de ir ao dia seguinte?

D. *Write in Portuguese*: 1. He was looking for a man who might buy his dog. 2. He told us to stay here until he came. 3. I shall not wait for him, whoever he may be. 4. He studied very much so that he learned his lesson well. 5. He told me that he would buy the dog provided that it did not cost much. 6. He studies much so that he may learn the lesson. 7. Please write this so that I can read it. 8. He said that he

would give a book to the student who learned to speak Portuguese. 9. He found no one who knew the way to the tailor shop. 10. He gave a book to the student who learned to speak English. 11. We did not think that he would be here before we arrived. 12. Although the city stretched out below, they were not able to see it. 13. But in the distance they could see the bay, even if it was raining. 14. He will never learn to speak Portuguese unless he has the opportunity to hear it. 15. However good it may be, I do not want to read this book. 16. Although he has my money and John's too, now he wants Louis's. 17. Granted that he has been sick, he can still take the trip.

Leitura

A BANDEIRA¹ DO BRASIL

A bandeira brasileira atual² foi adoptada em 1889. As côres³ nacionais do Brasil são verde e amarelo⁴; assim a sua bandeira é verde com um grande diamante amarelo no centro. Dentro do diamante acha-se um globo azul com uma banda⁵ branca que leva as palavras: ORDEM E PROGRESSO.⁶ No globo vêem-se as cinco estrelas⁷ do Cruzeiro do Sul⁸ e dezesseis outras estrelas; as vinte-e-uma estrelas representam⁹ os vinte estados dos Estados Unidos do Brasil e a cidade do Rio de Janeiro.

(A seguir)

LESSON XXXV

203. Future Subjunctive

This tense is formed by substituting the following endings for the -ram of the third person plural of the preterite (past absolute) indicative (to this rule there are no exceptions): -r, -res, -r, -rmos, -rdes, -rem.

¹ flag. ² present. ³ colors. ⁴ yellow. ⁵ band. ⁶ Ordem e Progresso, Order and Progress. ⁷ stars. ⁸ Cruzeiro do Sul, Southern Cross (a constellation of five stars forming a cross, prominent in the sky south of the Equator). ⁹ representam, from representar, to represent.

PRET. IND. 3D PERS. PL.		FUTURE SUBJUNCTIVE
		falar
SINGULAR		PLURAL
fala-ram:	falar [fələr] falares [fələrɪs] falar [fələr]	falarmos [fələrmus] falardes [fələrdɪs] falarem [fələrē]
		aprender
aprende-ram:	aprender [əprēndər] aprenderes [əprēndərɪs] aprender [əprēndər]	aprendermos [əprēndermus] aprenderdes [əprēnderdɪs] aprenderem [əprēnderē]
		partir
parti-ram:	partir [pərtir] partires [pərtirɪs] partir [pərtir]	partirmos [pərtirmus] partirdes [pərtirdɪs] partirem [pərtirē]
		estar
estive-ram:	estiver [ɪstiver] estiveres [ɪstiverɪs] estiver [ɪstiver]	estivermos [ɪstivermus] estiverdes [ɪstiverdɪs] estiverem [ɪstiverē]
		ser (ir)
for-am:	fôr [for] ¹ fores [forɪs] fôr [for] ¹	formos [formus] fordes [fordɪs] forem [forē]

204. Use of Future Subjunctive

The future subjunctive is used to refer to an action which may take place in the future:

- a) After expressions of time, when the future is implied. The most common expressions are *quando*, *when*; *logo que*, *assim que*, *as soon as*; *em quanto (que)*, *while*; *segundo*, *according to*; *depois que*, *after*.

¹ The accent is put on *fôr* to distinguish it from *for*, *manner*.

Quando vier, diga-lhe que entre.
Segundo o trabalho fôr mais ou
menos difícil.

*When he comes, tell him to enter.
According as the work may be more
or less difficult.*

But if the action of the verb is definitely fulfilled, the indicative is used. This is especially the case with *quando* and *logo que*.

Quando vem, digo-lhe que entre.
When(ever) he comes, I tell him to enter.

Logo que entrou, começou a falar.
As soon as he entered, he began to talk.

- b) After a relative pronoun which has an indefinite antecedent, when a future action is implied (see § 200).

Tôda a pessoa que disser isso não tem razão.
Any person who may (will) say that is wrong.

Seja o que fôr
Aqueles que vierem
*Whatever it may be
Those who may (will) come*

- c) After *onde* and *como* with indefinite and future meaning.

Onde fores, faze como vires.
Wherever you (may) go, do as you (shall) see.

Fará como puder.
Como quiser.
*He will do as he can.
As you like.*

- d) In conditions, a discussion of which will be found in Lesson XXXVI.

205. *The Personal Infinitive*

The inflected infinitive, which was briefly treated in § 128, is a uniquely Portuguese form. It is convenient to discuss it here, as its forms are exactly like those of the future subjunctive in all regular verbs, and it has the same endings as the future subjunctive in all verbs (i.e., -r, -res, -r, -rmos, -rdes, -rem).

SINGULAR	PLURAL	SINGULAR	PLURAL
falar	falarmos	estar	estarmos
falares	falardes	estares	estardes
falar	falarem	estar	estarem

It is largely used instead of a *que* clause with a number of the expressions which take the subjunctive, as given in the preceding

lessons. When a pronoun is used with this construction it is properly the nominative form. Some of the uses are:

- a) As stated in § 128, the personal infinitive is used instead of the impersonal, when the two verbs have different subjects.

Passei sem ver.

I passed without seeing.

BUT:

Passei sem verem.

I passed without their seeing.

Ao entrarem as mulheres, parti.

When the women entered (on the women entering), I left.

- b) With **para** followed by a pronoun subject of a verb.

Este livro é para eu ler.

This book is for me to read.

Deu-lhes dinheiro para êles com-
prarem livros.

*He gave them money for them to buy
books.*

- c) With impersonal expressions, and **antes** and **depois**.

É pena não sabermos ler.

*It is a pity that we do not know how
to read.*

É preciso comprarem livros.

*It is necessary that they buy books or
for them to buy books.*

É tempo de eu partir.

It is time for me to leave.

É possível não o saberem.

It is possible that they do not know it.

Falar-lhe-ei antes de partirmos.

I shall speak to him before we leave.

Parti depois de terem falado.

I left after they had spoken.

EXERCISES

abrigar-se [əbrigar-s̄i] *to shelter
oneself, protect oneself*
a causa de [ə kaūz̄a d̄i] *because of*
assim que [as̄im ki] *as soon as*
a chuva [juv̄a] *rain*
deixar de [dɛʃ̄ar d̄i] (+ *infin.*) *to
stop, cease (+ part.); fail to*

depois que [d̄ipois ki] *after*
descansar(-se) [d̄iskəsar] *to rest*
emquanto que [ēŋkūāntu] *while*
exclamar [ɪklaš̄mar] *to exclaim*
mal [mal] *hardly, scarcely*¹
segundo [s̄igündu] *according (to)*
seja o que fôr *whatever it may be*

A. Substitute the proper Portuguese forms for the English words: quando o senhor see him, dê-lhe o livro; quando I saw him, falava com êle; este

¹ Used with a verb; quando, when, is not to be used in the following clause (cf. B, sentence 11).

pão é *for you to eat*; é pena *that they do not know this (2 ways)*; falarei com ela, logo que *she arrives*; é possível *that they are sick (2 ways)*; li o livro sem *understanding it*; li a carta sem *their hearing*; tôda a pessoa *who goes* terá que comprar um bilhete; é preciso *for them to do it (2 ways)*.

B. *Study*: 1. Quando João e Luiz accordaram a manhã seguinte, viram que chovia. 2. Luiz disse ao João: — Não é possível darmos o passeio ao Pão de Açúcar. 3. Que havemos-de fazer? 4. Neste momento Emílio entrou no quarto. 5. Logo que entrou, disse: — Não vale a pena subir hoje ao Pão de Açúcar, porque quando estivermos ali, não poderemos ver nada a causa da chuva. 6. Mas é preciso fazermos alguma coisa, seja o que fôr. 7. Não podemos ficar aqui no hotel sem fazer nada. 8. Luiz propôs que esperassem até que deixasse de chover. 9. Disse: — Quando deixar de chover, démos um passeio pelas ruas e avenidas da cidade. 10. Depois de uma hora deixou de chover, e os três amigos ficavam contentes que pudessem sair. 11. Mal tinham saído, tornou a chover. 12. Que há-de fazer? — exclamou Luiz. — Estamos longe do hotel e não vejo lugar por aqui onde pudermos abrigar-nos da chuva. 13. Corram, corram — disse Emílio; — não deixaremos de encontrar algum restaurante onde abrigar-nos, descansar-nos, e almoçar ao mesmo tempo.

C. *Answer the following questions*. 1. Que viram João e Luiz quando accordaram? 2. O que disse Luiz ao João? 3. Quem entrou no quarto? 4. O que disse êle? 5. O que propôs Luiz? 6. Deram êles um passeio? 7. Porque não? 8. O que procuraram?

9. A que horas deixou o senhor de estudar a noite passada? 10. O senhor gosta de dar passeios? 11. Como se diz em português: « When in Rome do as the Romans do »?

D. *Write in Portuguese*: 1. Wherever you may go, please write to me. 2. As soon as it stopped raining we went out. 3. I do not think that it will be cold tomorrow. 4. He had scarcely arrived when she died. 5. When the water is cold bring me a glass of it. 6. When the coffee is ready bring Mr. Smith a cup. 7. No, thanks, I do not like coffee. 8. As you like. 9. Please study three or four lessons for tomorrow, according as you have time. 10. I shall leave after they have come. 11. I do not know anyone who will do that. 12. My father gave me (some) money for me to buy a suit of clothes. 13. Every (Todo o) student who comes to this class tomorrow must bring his notebook. 14. But I have no notebook; what shall I do? 15. You will do as you can. And why have you no notebook? 16. I have some sentences for them to write. 17. I told them to bring their notebooks with them. 18. It is a pity that we have no money.

Leitura

O verde das cōres nacionais e da bandeira representa o reino vegetal,¹ e o amarelo o reino mineral. O azul e o branco do globo lembram² as cōres da bandeira do Portugal e do Brasil quando êste foi uma colónia de Portugal. O globo lembra a bandeira do Império³ do Brasil, depois da sua independênciā (1822) e antes da declaração da República (1889). As estrelas do Cruzeiro do Sul lembram o descubrimento do Brasil e as explorações dos navegadores portugueses. As vinte-e-uma estrelas representam a união⁴ numa nação de tôdas as partes do país.

REVIEW LESSON VII

A. *Give the Portuguese equivalents for the words in English:* quero que *you do this*; éle proíbe que *we smoke*; sinto que *they are sick*; era importante que o terno *be ready*; procurava um homem que *might speak Portuguese*; fumarei ainda que *it be forbidden*; quando *it stops raining*, sairemos; é preciso *for them to hear*; receio que as mangas *are very long*.

B. *Give the English equivalents for the Portuguese:* por melhor que seja; queria que o senhor fosse rico; é pena que ela tenha pilhado uma constipaçāo; creio que sim; como quiser o senhor; quemquer que seja; segundo fizer bom tempo; é tempo de irmos à escola; espere até que eu chegue; deixe-o tomar a medida.

C. *Write in Portuguese:* 1. When you are on top of the mountain you will have a beautiful view. 2. He ordered the tailor to make the suit of that cloth. 3. Do you know the address of an American who lives near here? 4. The clerk asked him to leave the key with him. 5. Louis told John to ask for the clothes. 6. It is not certain that they will be able to go up the Corcovado. 7. It is more convenient to take the

¹ *reino vegetal*, *vegetable kingdom*. ² *lembram* from *lembra*, *to recall, remind one of*. ³ *Empire*. ⁴ *union*.

streetcar. 8. He feared that he had torn his coat. 9. While we are trying to protect ourselves from the rain, let's rest and eat in that restaurant. 10. They had hardly entered the restaurant when it began to rain. 11. Take this prescription and you will not fail to be well tomorrow. 12. I do not believe that he knows how to amuse himself. 13. He proposed that they take a walk in the garden. 14. He liked the view of the bay which was spread out below. 15. We spoke Portuguese so that I had the opportunity to learn some words. 16. I fear that you will have a sore throat because of the rain. 17. He will be glad to see us, provided that we do not come very early.

LESSON XXXVI

206. Conditional Sentences

Conditional sentences are normally made up of two parts: the *if*-clause expressing the condition, and the main clause containing the result. Below are the main types of conditions, although many other combinations are possible:

- a) When the conditional clause indicates an actual fact, both parts are in the indicative.

Se diz isso, tem razão. *If he says this, he is right.*

- b) When the condition is implied to be contrary to fact in the present or past, if it is present, the *if*-clause is in the imperfect subjunctive and the result in the conditional or imperfect indicative; if in the past, the *if*-clause may be in the pluperfect subjunctive, and the result in the perfect conditional.

Se ele fosse o meu amigo, não fazia (faria) isso.
If he were my friend, he would not do this.

Se tivesse mais dinheiro, ficava (ficaria) contente.
If I had more money, I should be glad.

Se tivesse sabido isso, teria ido.
If I had known this, I should have gone.

- c) When the condition applies to some future time, the *if*-clause is in the future subjunctive, and the result may be either future indicative, present indicative, or imperative, according to meaning.

Se fôr conveniente, virei.

If it is convenient, I shall come.

Se fizer bom tempo amanhã, darei um passeio.

If the weather is good tomorrow, I shall take a walk.

Se tiver ocasião, dê-lhe isto.

If you have a chance, give him this.

It should be observed that in all cases *se* (*si*) must express a real condition and not a mere doubt. When it is equivalent to *whether*, the indicative is used as in English:

Se ele o disse, não o ouvi. *If he said it, I did not hear it.*

Não sei se irei. *I do not know if (whether) I shall go.*

207. Use of Oxalá (que) (Would that) with Subjunctive

Oxalá (que) viva mil anos!

Oh, that he may (or I hope that he will) live a thousand years!

Oxalá (que) vivesse mil anos!

Oh, that he might (or I wish he would) live a thousand years!

Oxalá (que) eu pudera¹ fazê-lo!

I wish I could do it!

208. Softened Statement with Conditional or Pluperfect Indicative

Eu quereria (or quisera¹) vender a casa. *I should like (or I should be glad) to sell the house.*

Eu quereria (or quisera¹) que V. Ex^a. a comprasse.

I wish you would buy it.

Gostaria muito de o fazer.

I should be very glad to do so.

Ela preferiria passear de carroagem.

She would prefer to go driving.

O senhor deveria fazer as repara-

You should make the repairs.

ções.

1. In colloquial Portuguese the imperfect indicative is often used in softened statements, thus: *eu queria vender a casa; gostava de o fazer; o senhor devia fazer as reparações*, etc.

2. These are milder expressions and therefore more commonly used, than the following:

Quero vender a casa. *I wish to sell the house.*

Quero que V. Ex^a. a compre. *I want you to buy it.*

¹ Pluperfect indicative with subjunctive or conditional force.

209. "Will" and "Should"

Will (= *am, are, is, etc., willing*) is expressed by **quer-o, -es, -e,** etc.

Should (= *ought to*) is expressed by **dever-ia, -ias, -ia,** etc.

Quere V. Ex ^a . vendê-la?	<i>Will you sell it?</i>
Deveria eu fazê-lo?	<i>Should I do it?</i>

210. *Present Indicative of fugir, perder, rir, and odiar*
fugir, to flee

PRESENT INDICATIVE

SINGULAR	PLURAL
fupo [fuʒu]	fugimos [fuʒimʊs]
foges [fɔʒɪs]	fugis [fuʒɪs]
foge [fɔʒɪ]	fogem [fɔʒēm]

IMPERATIVE

SINGULAR	PLURAL
foge [fɔʒɪ]	fugi [fuʒɪ]

*perder, to lose**rir, to laugh*

PRESENT INDICATIVE

SINGULAR	PLURAL
perco [perku]	perdemos [pérdemus]
perdes [perdɪs]	perdeis [pérdeis]
perde [perdɪ]	perdem [perdē]

PRESENT INDICATIVE

SINGULAR	PLURAL
rio [rriu]	rimos [rrimus]
ris [rris]	rides [rridis]
ri [rri]	riem [rriē]

odiar, to hate

PRESENT INDICATIVE

SINGULAR	PLURAL
odeio [udei̯u]	odiamos [ud̄iemus]
odeias [udei̯es]	odiais [ud̄iai̯s]
odeia [udei̯ə]	odeiam [udei̯əm]

For a list of verbs inflected like *odiar*, see § 282, b. But most verbs in -iar do not change the -i- to -ei-. Thus: *copiar*: *copio* [kupiu]; *pronunciar*: *pronuncio* [prunūsiu]. The accent is on the i in both cases.

In accordance with the general rule stated in § 194, the inflection of the present subjunctive follows that of the first person singular of the present indicative (except in the first and second person plural of *odiar*).

fugir: fuga, fugas, etc.

perder: perca, percas, etc.

rir: ria, rias, etc.

odiar: odeie, odeies, odeie, odiemos, odieis, odeiem

EXERCISES

o automóvel [aütumövel] *automobile*

o barco [barku] *boat*

os conhecimentos [kujiśimēntus] *knowledge*

dentro (de) [dēntru] *within*

dever [dīver] *to owe; should, must, be expected*.

a dúvida [duvidə] *doubt; sem —, undoubtedly*

emprestar [ẽmpriſtar] *to lend*

interessante [intiřisənti] *interesting*

o lago [lagu] *lake*

odiar [udiār] *to hate*

oxalá (que) [oŷala] (expresses strong desire; several possible translations) *oh that! I wish! if only! would that!*

perder [přider] *to lose*

permitir [přmitir] *to permit*

pescar [přskar] *to fish*

rir [rrir] *to laugh*

zangar-se [zēngar-si] *to get or become angry*

ir a pé [ir e pe] *to walk, go on foot; dar uma volta [dar um e volte] to take a walk, ride, or turn; estar de volta [istar dí volte] to be back*

A. Give the Portuguese forms for the following: they are laughing; I lose; he flees; that we may not lose; I pronounce; he hates; we flee; we hate; she loses; that we may laugh; that we may hate.

B. Study: 1. Quereria (Queria) dar um passeio no campo hoje — disse João. 2. Eu gostaria também de o fazer, mas é muito longe para ir a pé, não é? 3. Oxalá que tivéssemos um automóvel — disse Luiz; — se tivéssemos um automóvel, podíamos ver muitas coisas interessantes aqui no Brasil. 4. Tem razão, meu amigo — respondeu Emílio. — Meu pai tem um automóvel, mas neste momento não está em casa. 5. Quando voltar para casa, pedir-lhe-ei que mo empreste. 6. Muito bem; mas que vamos fazer ao campo? — perguntou Luiz. 7. Não sei se é permitido pescar nesta estação, mas podemos dar uma boa volta no lago, contanto que haja barcos para alugar — disse Emílio. 8. Se tivesse sabido que havíamos de dar um passeio hoje, teria mandado ao empregado do hotel que nos preparasse um bom almôço — disse João. 9. A que horas deveríamos partir? — perguntou um dos americanos. 10. Emílio: Deveríamos partir dentro de uma hora; se partíssemos mais tarde, perderíamos o dia. 11. Se formos

dentro de uma hora, teremos três ou quatro horas em que divertir-nos ao campo. 12. LUIZ: Se estivermos de volta antes das oito da tarde, poderemos ir ao cinema. 13. João: Eu preferiria ficar no quarto com um bom livro. Se você lesse mais e fosse menos ao cinema, tinha muito mais conhecimentos do que (*than*) tem. 14. LUIZ: Como você, sem dúvida. Porém eu leio muitas vezes sem você o saber. 15. João: Sim, senhor, se você lê, é verdade que eu não o sei. 16. Mas não nos zanguemos; aqui está Emílio com o automóvel. Vamo-nos!

C. *Answer the following questions:* 1. O que João queria fazer? 2. Que podiam fazer se tivessem um automóvel? 3. Quem tem um automóvel? 4. O que vai fazer Emílio? 5. Que poderão fazer ao campo? 6. O que teria feito João, se tivesse sabido que haviam de dar um passeio? 7. A que horas disse Emílio que deveriam partir? 8. Porque deveriam partir dentro de uma hora? 9. Que disse João que Luiz deveria fazer? 10. Porque diz Luiz que João não sabe quanto lê? 11. Que disse João quando Emílio chegou com o automóvel? 12. Crê o senhor que os três amigos se divertam?

D. *Write in Portuguese:* 1. If only I were rich I could buy an automobile. 2. If I had an automobile I could take many rides in the country. 3. I have to walk to school, and I lose much time. 4. If he had not said that I should not have got angry. 5. If we rent some boats we can take a good ride on the lake. 6. You should not say that, because you don't know whether we like to take rides in a boat. 7. He did that so that we might laugh. 8. I do not want to take a walk; I should prefer to stay at home. 9. I hate books; I do not think that they are interesting. 10. If you read more books, you would have more knowledge. 11. If he comes tomorrow, tell him to stay here until I return. 12. I ought to be back before six o'clock. 13. If he said that, he is wrong. 14. I wish that I could take a trip to Brazil! 15. If you will tell me the truth, I shall not get angry. 16. If it should be necessary, I shall tell him to go away.

Leitura

OS BANDEIRANTES¹

No século dezessete os *paulistas*, assim são chamados os habitantes do Estado de São Paulo, organizaram² expedições³ para explorar o interior do Brasil, ocupado pelos índios. Como eram

¹ flag-bearers. ² organizaram, from organizar, to organize. ³ expeditions.

verdadeiras¹ expedições de guerra, levavam bandeiras. Por isso, deu-se o nome de *bandeiras* a essas expedições, e os homens que as compunham² se chamaram *bandeirantes*. Os rios eram os seus caminhos pela mata,³ e viajavam em canoas⁴ feitas de uma só árvore. Os bandeirantes foram homens corajosos⁵ até à loucura,⁶ e foram terríveis⁷ as suas lutas⁸ com os índios.

LESSON XXXVII

In this lesson and in those that follow there is a review of rules of grammar given in preceding lessons, with the more important exceptions to the rules.

Nouns

211. *Gender of Nouns*

Nouns ending in -o are usually masculine, and those ending in -a are usually feminine. The following are exceptions:

- a) The name of a male being is masculine, even if the noun ends in -a.
o cura, *parish priest* o artista, *artist, m.* o camarada, *comrade, m.*
- b) O dia, *day*, is masculine.
- c) O mapa, *map*, and some words of Greek origin ending in -ma or -ta, like o poema, *poem*, and o planeta, *planet*, are masculine.⁹

¹ real. ² compunham, from compor, *to compose*. ³ thick forest. ⁴ canoes, dug-outs. ⁵ brave. ⁶ até à loucura, *to the point of madness*. ⁷ terrible. ⁸ fights. ⁹ Thus, o clima, *climate*; o idioma, *language*; o diploma, *diploma*; o programa, *program*; o telegrama, *telegram*; o tema, *theme*; o cometa, *comet*, etc.

212. Number of Nouns

There are some nouns used only in the plural, such as:

as alvícaras, <i>rewards</i>	as expensas, <i>costs</i>
as exéquias, <i>funeral rites</i>	as núpcias, <i>nuptials</i>
os víveres, <i>provisions</i>	

213. Dative of Separation

In Portuguese, verbs meaning *to take from, ask of*, and the like, take the dative of the person.

Peço um favor a meu pai.	<i>I ask a favor of my father.</i>
Comprou-o ao Sr. Garcia.	<i>He bought it of Mr. Garcia.</i>

Note also: *peço-lhe um favor, I ask a favor of him; comprou-lho, he bought it from him.*

214. Nouns Used as Adjectives

An English noun used as an adjective is generally expressed in Portuguese by a noun preceded by *de* or *para*.

um relógio de ouro (<i>or</i> ouro)	<i>a gold watch</i>
uma chávena para chá	<i>a teacup</i>
uma chávena de chá	<i>a cup of tea</i>

De usually denotes the material, *para* denotes the purpose.

215. Review of First Conjugation

Study the inflection of regular verbs of the first conjugation (§ 271).

EXERCISES

adiante [əd'iɛnti] <i>forward; mais</i>	contrário, -a [kõntrar̄iū, -e] <i>con-</i>
—, <i>further yet</i>	<i>trary, opposite</i>
afastar-se [əfəstar-si] <i>to draw</i>	a costa [kõste] <i>coast</i>
<i>away, leave</i>	descer [diſer] <i>to go down; get off</i>
agitado, -a [əʒitadu, -e] <i>rough,</i>	(train, etc.)
<i>agitated</i>	enjoar [eʒjuar] <i>to get seasick</i>
aonde [əõndi] <i>(to) where</i>	entre [ẽtri] <i>between, among</i>
apontar [əpõntar] <i>to point</i>	enxugar [eʃugar] <i>to dry, wipe</i>
o cais [kaɪs] <i>wharf, dock</i>	<i>away</i>

estrangeiro, -a [istrə̄zeɪru, -e]	o norte [nɔrti] <i>north</i>
foreign	o passageiro [pasezɛɪru] <i>passenger</i>
a lágrima [lagrimə] <i>tear</i>	a róta [rɔtə] (<i>sea</i>) <i>route</i>
o lenço [lēsu] <i>handkerchief</i>	o sentido [séntidu] <i>meaning, sense;</i>
limitar(se) com [limitar(sí) kō]	<i>direction; em — contrário in the opposite direction</i>
to be bounded by	
o navio [naviu] <i>ship</i>	o sul [sul] <i>south</i>

agitá para *to wave at*; estar a bordo *to be on board*; ir ter *to get to, end up*

A. Supply each of the following nouns with the proper article, and then repeat in the plural: camarada (*m.*), camarada (*f.*), alemão, clima, inglês, lápis, dia, homem, pé, luz, paletó, automóvel, mulher, cristão, mapa, senhor, ocasião.

B. Study: 1. Querendo os dois americanos visitar muitas cidades do Brasil, arranjaram com o Emílio que os acompanhasse numa viagem pela costa ao norte do Rio de Janeiro. 2. Há uma linha de vapores entre esta cidade e Manáos (os alunos façam favor de olhar para o mapa), parando a todas as cidades na róta. 3. Mal estão a bordo, o navio afasta-se do cais. 4. Os passageiros agitam lenços para os amigos que ficaram no cais. 5. Uns (*Some*) levam o lenço à cara para enxugar as lágrimas; outros riem. 6. Oxalá que faça bom tempo — disse Luiz; — se o mar estiver agitado, enjoarei. 7. Vou instalar-me num lugar abrigado antes de sair o vapor. 8. Se nós fôssemos em sentido contrário, aonde iríamos ter? — perguntou João, apontando para o sul. 9. À cidade de Santos, que é o grande porto do Estado de São Paulo — respondeu Emílio. 10. Depois, se descêssemos mais, chegávamos à cidade de Antonina, porto do Estado do Paraná. 11. Mais adiante, encontrávamos Florianópolis, capital do Estado de Santa Catarina, e depois chegávamos a Porto Alegre, capital do Estado do Rio Grande do Sul. 12. Depois do Rio Grande do Sul não é mais Brasil. 13. Limitando com o Rio Grande encontra-se um país estrangeiro, que se chama Uruguai. 14. A Argentina também limita com o Rio Grande. E agora tenho-lhe dado uma lição de geografia; vamos achar o Luiz que estará doente.

C. Answer the following questions: 1. O que queriam fazer os dois americanos? 2. O que arranjaram com o Emílio? 3. Entre quais cidades há uma linha de vapores? 4. O que fizeram os passageiros? 5. Porque levavam o lenço à cara? 6. Que disse o Luiz? 7. Que fará se o mar estiver agitado? 8. Que foi fazer? 9. Se fossem em sentido contrário, aonde iriam ter? 10. A qual cidade chegavam primeiro? 11. Com que rio limita o Brasil ao sul? 12. Quais países estrangeiros limitam com o mesmo rio?

D. *Write in Portuguese:* 1. I should like to take a trip to the coast north of Rio de Janeiro. 2. There is a steamboat line that takes this route, so that you may visit all the cities. 3. Do you get seasick when the sea is rough? 4. We bought the tickets from the clerk before the boat left. 5. I ask you for a book, but you are not willing to give it to me. 6. If I should see them I should wave my handkerchief at them. 7. Brazil is bounded on the south by Uruguay and Argentina. 8. These two countries are bounded on the north by the Rio Grande. 9. They were scarcely on board when the boat drew away from the dock. 10. They had just sat down when Louis got seasick. 11. Would you like a cup of coffee? Yes, thanks, but I have no coffee cup. 12. You will not fail to arrive at the dock if you take this streetcar. 13. If you should take a taxi you would arrive there within ten minutes. 14. Did John give you this book? No, I bought it from him. 15. If I don't get seasick I shall like the voyage.

Leitura

MINHA TERRA

Minha terra! O que eu chamo minha terra
 É uma geira¹ de humilde² condição,³
 Pobre de tudo o que a cidade encerra⁴
 Mas milionária⁵ de vegetação.⁶

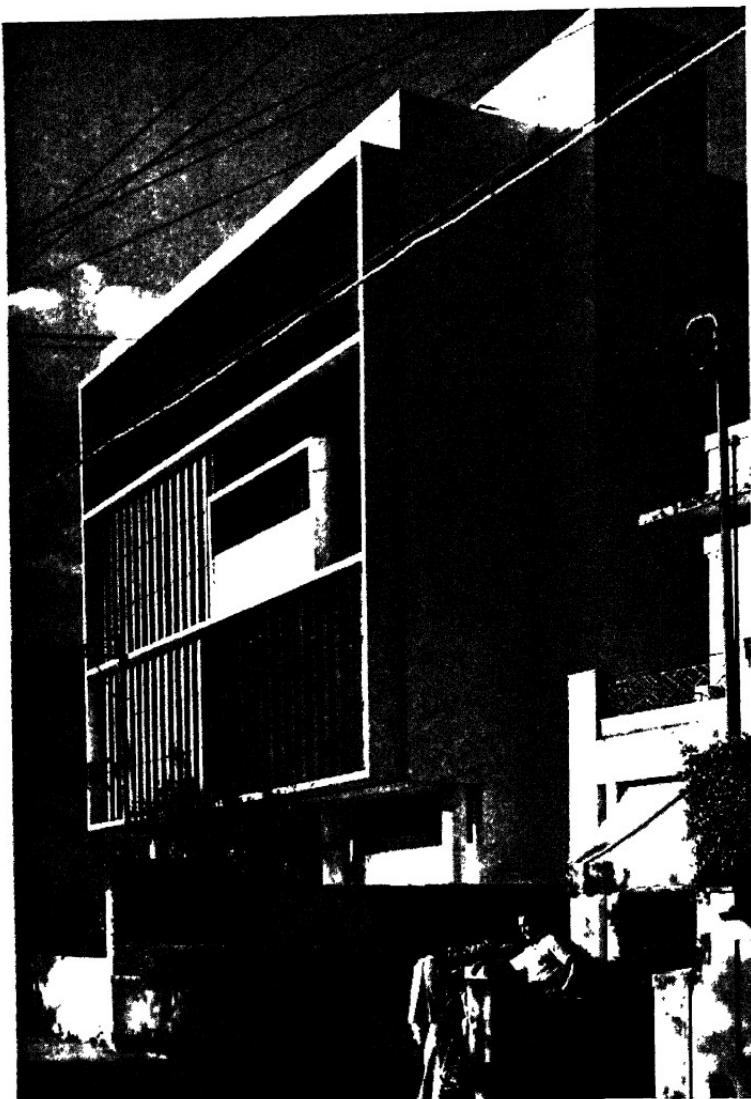
Amo pois minha terra com ternura⁷
 Por tudo o que ela tem; pela candura⁸
 Do céu, pela aspereza⁹ do alcantil.¹⁰
 Amo-a porque é a razão desta saudade,
 Amo-a porque sem nome e sem vaidade¹¹
 É também um pedaço¹² do Brasil.

ADALBERTO MARROQUIM

¹ acre. ² humble. ³ condition. ⁴ encloses. ⁵ millionaire. ⁶ vegetation. ⁷ tenderness. ⁸ purity. ⁹ steepness. ¹⁰ cliff. ¹¹ vanity. ¹² piece.



CASA DE APARTAMENTOS, RIO DE JANEIRO



CASA PARA CRIANÇAS, RIO DE JANEIRO

LESSON XXXVIII

Adjectives

216. *Position of Adjectives*

To the rule that Portuguese descriptive adjectives usually follow their noun, there are these exceptions:

- a) A descriptive adjective usually precedes its noun if it does not distinguish one object from another but merely names a quality characteristic of the object. It is then often used in a figurative sense.

Compare:

a casa branca	<i>the white house</i>
a branca neve	<i>the white snow</i>
uma voz rouca	<i>a hoarse voice</i>
o rouco trovão	<i>the hoarse thunder</i>

- b) A few adjectives have one meaning before and another after their noun:

um grande homem	<i>a great man</i>
um homem grande	<i>a big man</i>
uma pobre mulher	<i>a poor (miserable) woman</i>
uma mulher pobre	<i>a poor (poverty-stricken) woman</i>
meu caro amigo	<i>my dear friend</i>
um cavalo caro	<i>a dear (expensive) horse</i>
vários papéis	<i>several papers</i>
papéis vários	<i>miscellaneous papers</i>

217. *Agreement of Adjectives*

To the rule that an adjective agrees in number with its noun, there are the following apparent exceptions.

- a) If an adjective modifies several singular nouns, the plural form of the adjective is used (see § 69).
- b) Sometimes a plural noun is modified by several singular adjectives. This occurs when each adjective modifies only one of the individuals denoted by the noun.

os volumes primeiro e segundo *the first and second volumes*

(For other rules for adjectives, see: *Inflection*, §§ 66, 67, 135; *Position*, § 65; *Agreement*, §§ 68, 69.)

218. Comparison of Adjectives

Most Portuguese adjectives form the comparative degree by prefixing *mais*, *more*, to the positive: *rico*, *rich*; *mais rico*, *richer*. The superlative is made by prefixing the definite article or a possessive adjective to the comparative: *o mais rico*, *the richest*; *o meu livro mais interessante*, *my most interesting book*. In case the adjective is one that follows its noun, the article is placed in front of the noun and is not repeated before the adjective: *o livro mais interessante*.

In a true comparison, *than* is expressed by *que* or *do que*.

Note that *de* is used for English *in* after a superlative.

Este homem é rico.

This man is rich.

Este homem é mais rico que aquele.

This man is richer than that one.

Estes homens são os mais ricos do mundo.

These men are the richest in the world.

João é o meu amigo mais íntimo.

John is my most intimate friend.

When there is no real comparison, *most* may be expressed by *muito* or the suffix *-íssimo*; *é muito útil*, or *é utilíssimo*, *it is most useful*.

219. Review of Second and Third Conjugations

Study the regular verbs of the second and third conjugations, § 271.

EXERCISES

agradável [əgrədəvel] <i>pleasant, agreeable</i>	engraçado, -a [ēngrəsədu, -ə]
baixo, -a [baɪ̯ʃu, -ə] <i>low</i>	funny, <i>amusing</i>
cair [kəɪ̯r] <i>to fall</i>	a laranja [lərəʒə] <i>orange</i>
o caminho [kəmɪŋu] <i>road; way</i>	o mundo [mündu] <i>world</i>
caro, -a [karu, -ə] <i>dear; expensive</i>	a parte [parti] <i>part</i>
a cesta [sɛstə] <i>basket</i>	pobre [pɔbr̩i] <i>poor</i>
continuar [kōntinūar] <i>to continue</i>	a praia [praiə] <i>beach</i>
desembarcar-se [dizembərkər-si] <i>to disembark, get off (boat)</i>	verdadeiramente [virdədeirəmēnti] <i>really, truly</i>
	verdadeiro, -a [virdədeiru, -ə] <i>real, genuine (before noun); true (after noun)</i>

A. Give the feminine of the following adjectives: branco, fácil, espanhol, português, inteligente, aplicado, cortês, trabalhador (*hardworking*); the plural of the following: difícil, inglês, azul, vermelho, trabalhador, agradável.

B. Study: 1. Depois de ter visitado a cidade de Vitória, os três amigos continuaram a viagem para o norte. 2. Começava a cair a tarde quando o navio entrou na baía de Todos os Santos, onde se acha a cidade do Salvador, capital do Estado da Baía. 3. Mas há uma coisa que não comprehendo — exclamou João; — é isto: 4. Nos Estados Unidos chamamos a esta cidade Baía, escrita geralmente Bahia, mas você a chamou Salvador. 5. Emílio respondeu, riendo: — O senhor tem razão. O verdadeiro nome desta cidade é São Salvador da Baía. 6. Pode chamá-la São Salvador ou Salvador, ou Baía, como quiser. 7. E esta cidade de dois nomes — continuou Emílio — é verdadeiramente duas cidades. 8. A parte que está situada na praia se chama « Cidade Baixa », e a outra, mais alta, chama-se « Cidade Alta ». 9. Mas como se vai da parte baixa à parte mais alta? — perguntou Luiz; — seria muito inconveniente ir a pé. 10. É muito fácil — respondeu Emílio; — há um elevador que sube à Cidade Alta. 11. É engraçado, não é — disse João — ter que tomar um elevador para ir duma parte da cidade à outra. 12. Não seria engraçado — disse Luiz — se tivesse que ir a pé, porque o caminho é muito difícil para subir. 13. Neste momento o navio chegou ao cais, e os passageiros começavam a desembarcar-se. 14. Pelo cais havia muitos homens vendendo laranjas, que traziam em grandes cestas. 15. São boas essas laranjas que estão vendendo êsses homens? — perguntou Luiz. Se são boas!

— exclamou Emílio; — estas são as laranjas da Baía, as mais gostosas do mundo !

C. *Answer the following questions:* 1. Que cidade visitaram os três amigos antes de continuar a viagem? 2. Entrou o navio na baía de Todos os Santos pela manhã ou pela tarde? 3. Como se sabe? 4. O que não comprehendeu João? 5. Como é que a cidade tem dois nomes? 6. Como se chamam as duas partes da cidade? 7. Como se vai da parte baixa à parte alta? 8. Que pensava Luiz disso? 9. O que vendiam os homens? 10. Em que as traziam? 11. Que perguntou Luiz? 12. Que lhe respondeu Emílio?

D. *Write in Portuguese:* 1. Brazil has many great men. 2. Isabel is the prettiest girl in the class. 3. My father is richer than yours. 4. He is the richest man in town. 5. Do you know the big man who is talking with that woman? 6. The poor woman is afraid that she is going to die. 7. Mr. Garcia is a poor man; we give him money for him to buy bread. 8. The first and second books were very interesting. 9. The house and the school are white; the handkerchiefs and the shirts are white too. 10. We took a pleasant walk through the garden. 11. This man is more pleasant than that one. 12. If the boat should arrive at the dock before six o'clock we could get off. 13. When my dear friend borrows money from me (*indir. obj.*) he is truly a dear friend. 14. The men were selling oranges to the passengers. 15. They carried the oranges in big baskets. 16. Louis asked Emilio if the oranges were good. "If they are good," he said, "I shall buy five or six." 17. If he had known that the oranges of Baía were the most appetizing in the world he would not have failed to buy many of them.

Leitura

CANÇÃO DO EXÍLIO¹

Minha terra tem palmeiras,²
Onde canta o Sabiá³;
As aves⁴ que aqui gorgeiam,⁵
Não gorgeiam como lá.

Nosso céu tem mais estrelas,
Nossas varzeas⁶ têm mais flores,⁷

¹ Canção do Exílio, *Song in Exile* (written while the author was far from Brazil). ² palm trees. ³ Sabiá, kind of Brazilian robin. ⁴ birds. ⁵ gorgeiam, from gorgear, to warble. ⁶ fields. ⁷ flowers.

Nossos bosques¹ têm mais vida,
Nossa vida mais amores.²

Em scismar,³ sòsinho,⁴ à noite,
Mais prazer encontro eu lá;
Minha terra tem palmeiras,
Onde canta o Sabiá.

(A seguir)

LESSON XXXIX

220. Comparison of Adjectives (continued)

The following adjectives are compared irregularly:

bom, melhor, o melhor, *good, better, the best*

mau, peor, o peor, *bad, worse, the worst*

grande { mais grande, o mais grande, *large, larger, the largest*
grande { maior, o maior, *large, larger, the largest*

pequeno { mais pequeno, o mais pequeno, *small, smaller, the smallest*
pequeno { menor, o menor, *small, smaller, the smallest*

muito, mais, *much, more or most*

pouco, menos, *little (few), less (fewer) or least (fewest)*

1. *Maior* means *larger* and *menor* *smaller*, in quantitative expressions such as *em maior (menor) quantidade*, *in larger (smaller) quantity*.
2. *Most*, used with a noun or a pronoun, is generally expressed by *a maior parte (de)*: *a maior parte dos meus livros*, *most of my books*.

221. Comparison of Adverbs

Portuguese adverbs are compared like Portuguese adjectives.

depressa, mais depressa, (o) mais depressa, *fast, faster, (the) fastest*

The article is used with a superlative adverb only when the adverb is followed by *possível* or a like expression:

Paulo é quem mais estuda. *Paul is the one who studies most.*

Cheguei o mais cedo possível. *I came as soon as possible.*

¹ woods. ² love. ³ to ponder. ⁴ alone, lonely.

222. Irregular Comparison of Adverbs

The following adverbs are compared irregularly:

- bem, melhor, (o) melhor, *well, better, (the) best*
- mal, peor, (o) peor, *badly, worse, (the) worst*
- muito, mais, (o) mais, *much (a great deal), more, (the) most*
- pouco, menos, (o) menos, *little, less, (the) least*

223. "The . . . the" Followed by Comparatives

Correlative *the . . . the*, followed by comparatives, are usually expressed in Portuguese by *quanto . . . (tanto)*. *Tanto* is often omitted.

- | | |
|--|---|
| Quanto mais ganha, (tanto) mais gasta. | <i>The more he earns, the more he spends.</i> |
| Quanto menos tem, menos quer. | <i>The less he has, the less he wants.</i> |

224. "Than" in Comparisons

As stated in § 218, *than* in comparisons is expressed by either *que* or *do que*. But the following cases should be noted:

- If *than* is followed by a clause (containing a verb), the *do que* form is preferable.
 - When *than* is followed by a definite number, *de* is used.
- | | |
|--------------------------------------|--|
| João é mais alto (do) que Maria. | <i>John is taller than Mary.</i> |
| Faz mais frio do que o senhor pensa. | <i>It is colder than you think.</i> |
| Ela tem menos de dez anos. | <i>She is less than ten years old.</i> |

225. Review of Orthographic Changes

Study orthographic changes in verb stems (§§ 273–275).

EXERCISES

abranger [əbrə̃zər] <i>to include, embrace</i>	o escritor [ɪskritɔr] <i>writer, author</i>
barato, -a [beratu, -ə] <i>cheap</i>	a estrada (de rodagem) [ɪstradə (d̪i)] <i>highway, motor road</i>
a delícia [d̪ilis̪i] <i>delicacy, delight</i>	rrudažēl]) <i>highway, motor road</i>
embarcar [ẽmberkar] <i>to embark, get on</i>	o mato [matu] <i>brush, undergrowth</i>
	o motorista [muturistə] <i>driver,orman</i>

o ônibus [onibus] <i>autobus</i> , “bus”;	resolver [rrízulver] <i>to resolve, settle</i>
pl. ônibus	sêco, seca, secos, sêcas [sekú, -e, etc.] <i>dry</i>
a passagem [passagem] <i>passage, fare</i>	o sertão [sírtéu] <i>semiarid region</i>
o povo [povo] <i>people; pl. povos</i>	of brush in Brazil
[póvus]	o transporte [trèsport] <i>transporta- tion</i>
povoado, -a [puvúadu, -e] <i>peo- pled, populated</i>	o viajante [víazént] <i>traveler</i>
o problema [prublema] <i>problem</i>	
a região [rrízíeu] <i>region</i>	

a caminho de *on the way to*; ouvir dizer *to hear, hear it said*; que há de notável? ¹ *what is there unusual?* dêsse (dêste) modo *in that (this) way*; só (*adv.*) [*so*] *only, just* (with a numeral)

A. *Express in Portuguese:* the most intelligent pupil; as slow as possible; the best pen; the largest city in Brazil; faster; more than twenty; the sooner the better; this boy is smaller; the worst pencil; my oldest aunt.

B. *Study:* 1. Os três viajantes se divertiram muitíssimo na Baía; Luiz comeu mais de vinte laranjas num só dia. 2. Quando chegaram à cidade de Aracajú, Emílio propôs que deixassem o navio para tomar o trem. 3. Disse que havia uma linha da estrada de ferro correndo entre Aracajú, capital do Estado de Sergipe, e Penedo. 4. De ali até Maceió há uma estrada de rodagem, de modo que poderão viajar de ônibus. 5. Muito bem — disse João; — dêsse modo veremos mais do país do que se viajássemos de trem ou de navio. 6. Meia hora depois embarcaram num ônibus, chamado uma « sopa », e estavam a caminho de Maceió. 7. Porque chamam aqui os ônibus de sopa? — perguntou Emílio ao motorista. 8. Porque estas linhas vieram resolver o problema do transporte nas regiões sem estrada de ferro. 9. Como as passagens são muito baratas, o povo que não pode andar de automóvel acha as viagens uma verdadeira delícia — uma « sopa », como dizem. 10. É só aqui que dão aos ônibus esse nome? — tornou a perguntar Luiz. 11. Não — respondeu o motorista; — em outros lugares, segundo ouvi dizer, são conhecidos assim. 12. Acho engraçadíssimo chamar « sopa » a um ônibus — exclamou Luiz; — tenho viajado no mar e no ar, mas esta é a primeira vez que viajo na sopa. 13. Que há de notável para ver por aqui? — perguntou João ao Emílio. 14. Vamos passar pelo sertão — respondeu este. 15. Queira explicar-me o que é o sertão — disse João. 16. O sertão — explicou Emílio

¹ The same construction may be made with any other adjective.

— é uma região do Nordeste que é muito seca, coberta de mato, e pouco povoada. 17. Os habitantes do sertão são chamados sertanejos. 18. Muitas pessoas pensam que é mais interessante do que tôdas as outras regiões do Brasil. 19. O sertão abrange a maior parte de três ou quatro estados. Muitos escritores brasileiros, como Viriato Correia e Euclides da Cunha, têm escrito histórias interessantes sobre o sertão. 20. O senhor gostará muito de as ler quando souber ler bem o português. 21. Quanto mais viajo, (tanto) mais aprendo — disse João.

C. Answer the following questions: 1. Quantas laranjas comeu Luiz num só dia? 2. Quando chegaram a Aracajú o que propôs Emílio? 3. Porque queria João viajar de ônibus? 4. Porque os ônibus são chamadas « sopa »? 5. Que pensava Luiz desse nome? 6. Por qual região vão passar? 7. Explique o senhor o que é o sertão. 8. Como se chamam os habitantes do sertão? 9. O que pensam muitas pessoas? 10. Quais escritores têm escrito histórias sobre o sertão? 11. Quando gostará João de as ler? 12. Porque é bom viajar muito?

D. Write in Portuguese: 1. Some people think that the *sertão* is the most interesting region in Brazil. 2. The highways in the United States are better than in Brazil. 3. I have lost most of my money. 4. Brazil is larger than the United States. 5. He has fewer friends now than he used to have. 6. The more I study, the more I find there is to learn. 7. What is there interesting to see in this city? 8. I like to travel by autobus because one gets better acquainted with the country. 9. I heard that the winter in Rio de Janeiro is more agreeable than in New York. 10. The boy is less than sixteen years old. 11. He speaks Portuguese better than I. 12. But he speaks it worse than he thinks. 13. Do the autobuses go faster in Brazil than in the United States? 14. The more he talks the more errors he makes. 15. The *sertão* is drier than the other regions of Brazil. 16. Please be back as soon as possible. 17. We got on the train and soon were on the way to Bahia. 18. He walked all the distance in just one day.

Leitura

Minha terra tem primores,¹
Que tais² não encontro eu cá³;
Em scismar, — sôsinho, à noite —
Mais prazer encontro eu lá;

¹ excellences, delights. ² such, the like. ³ here.

Minha terra tem palmeiras,
Onde canta o Sabiá.

Não permita Deus que eu morra,
Sem que eu volte para lá;
Sem que desfrute¹ os primores
Que não encontro por cá;
Sem qu'inda² aviste³ as palmeiras,
Onde canta o Sabiá.

ANTONIO GONÇALVES DIAS

LESSON XL

Personal Pronouns

226. Subject and Object Personal Pronouns

The Portuguese personal pronouns used as the subject or object of verbs are:

SINGULAR

SUBJECT	DIRECT OBJECT	INDIRECT OBJECT
eu, I	me, me	me, to me
tu, thou	te, thee	te, to thee
ele, he, it	o (lo, no), ⁴ him, it	lhe { to him, to it
ela, she, it	a (la, na), her, it	lhes { to her, to it

PLURAL

nós, we	nos, us	nos, to us
vós, you	vos, you	vos, to you
êles } they	os (los, nos) ⁴ } them	lhes, to them
elas }	as (las, nas) }	

¹ desfrute, from *desfrutar*, *to enjoy*. ² qu'inda, poetic license for *que ainda*.
³ aviste, from *avistar*, *to glimpse*. ⁴ For the use of *lo*, *la*, *los*, *las*, *no*, *na*, *nos*, *nas*, see § 114.

English *it*, as subject, is usually not expressed at all in Portuguese. As direct object it is *o* (*lo, no*) or *a* (*la, na*), according to the gender of the Portuguese word to which it refers.

Relampeja, chove, neva.	<i>It lightens, rains, snows.</i>
Achei o livro; achei-o.	<i>I found the book; I found it.</i>
Vendi a casa; vendi-a.	<i>I sold the house; I sold it.</i>
Não o cremos.	<i>We do not believe it.</i>

227. O senhor, a senhora, V. Ex^{a.}, V. S^{a.} = You (see § 73)

SINGULAR

SUBJECT	DIRECT OBJECT	INDIRECT OBJECT
<i>o senhor, a senhora</i>		
<i>Vossa Exceléncia</i>		
<i>Vossa Senhoria</i>		
<i>Você</i>	<i>you</i>	<i>lhe, to you</i>
	<i>m. o (lo, no) f. a (la, na)</i>	

PLURAL

<i>os senhores, as senhoras</i>		
<i>Vossas Excelências</i>		
<i>Vossas Senhorias</i>		
<i>Vocês</i>	<i>you</i>	<i>lhes, to you</i>
	<i>m. os (los, nos) f. as (las, nas)</i>	

228. Meaning and Use of se

Se = *himself, herself, oneself, itself, yourself, themselves, yourselves* (see § 111).

- a) *Se*, with a singular verb, sometimes has the force of English *one, people, etc.*, used as indefinite pronouns.

<i>Diz-se.</i>	<i>One says.</i>
<i>Crê-se que é verdade.</i>	<i>People believe that it is true.</i>

- b) Some intransitive verbs may be used as reflexives, with change of meaning.

ir, to go *ir-se (embora), to go away*

229. Review of Pronouns

Review §§ 118–120 for the prepositional forms of the pronouns.

230. Study of servir, dormir, and cobrir

Study the inflection of **servir, dormir, and cobrir** (§ 286, b).

EXERCISES

aceitar [əseitar] <i>to accept</i>	duce (but never with persons, in the sense of presenting)
apreciar [əprisiar] <i>to appreciate</i>	o mate [mati] } kind of
bastante [bastənti] <i>enough</i>	a erva-mate [ərvə-mati] } herb tea
a carreira [kærreirə] <i>route, trip</i>	obter [obter] <i>to obtain</i>
o chá [tʃa] <i>tea</i>	parecer [pariser] <i>to appear, seem</i>
confortável [kōfurtavel] <i>comfortable</i>	passear [pəsiar] <i>to walk, stroll; drive</i>
convidar [kōvidar] <i>to invite</i>	percorrer [pirkurrer] <i>to go through, traverse</i>
o convite [kōviti] <i>invitation</i>	a povoação [puvūssə̄u] <i>town</i>
o dedo [dedu] <i>finger</i>	uruguaiano, -a [urugūsə̄nu, -ə] <i>Uruguayan</i>
a fronteira [frõteirs] <i>frontier</i>	
importar [imputtar] <i>to be important, matter</i>	
introduzir [intruduzir] <i>to intro-</i>	

que lhe parece? *what do you think? what is your idea?* pois sim *yes indeed* (*cf. pois não, certainly*); de vez em quando *from time to time*; *pôr-se em movimento* *to start off*

A. *Give the Portuguese equivalents for the following:* with us; for you; I found it (*m.*); to sell them (*f.*); give it to him; they found them (*m.*); for me; with you (*m. sing.*); by them (*f.*); for himself; do not give it to me; he got up; they went away; people say; write to them (*m.*).

B. *Study:* 1. A mim me parece — disse Luiz — que temos visto bastante do Norte do Brasil. 2. Desejaria visitar alguns dos estados do Sul; diz-se que há coisas muito interessantes para ver naquela região. 3. Mas é possível que Emílio nos acompanhasse? já tem viajado muito tempo connosco; que lhe parece, amigo? — perguntou ao Emílio. 4. Pois sim — respondeu este; — irei com muito gôsto com êles. 5. Os ônibus que fazem a carreira entre São Paulo e a fronteira uruguaiana são grandes e confortáveis, mas é muito longe. 6. Não me importa a mim — disse João; — podemos descer de vez em quando. 7. Ao comprar as passagens, o Emílio tratou de obter lugares junto às janelas, para que os americanos pudessem apreciar melhor o caminho a percorrer. 8. Mal chegaram à estação dos ônibus, os três amigos instalaram-se nos seus lugares, e o ônibus se pôs em movimento. 9. Pela tarde chegaram numa pequena povoação, e resolveram descer do ônibus para passar a noite ali. 10. Um homem os viu passeando pelas ruas, e sabendo que eram estrangeiros, os convidou

a « matear » com élle. 11. O que quer dizer « matear »? — perguntou João ao Emílio. 12. Quer dizer tomar mate, ou erva-mate, com élle. O mate, ou a erva-mate, é o chá que se faz das fôlhas duma árvore. 13. Olhem ali — continuou Emílio apontando com o dedo; — aquelas árvores que os senhores estão vendo são as árvores que produzem a erva-mate. 14. Esta bebida se usa muito no Sul do nosso país. 15. Agora sei o que é — exclamou João; — há três ou quatro anos, uma companhia americana tratou de introduzir o uso desta bebida nos Estados Unidos. 16. Os três amigos aceitaram com prazer o convite; acharam o homem muito agradável, mas os americanos não gostaram do mate.

C. *Answer the following questions:* 1. Qual região desejava Luiz visitar? 2. Porquê? 3. Como são os ônibus que fazem a carreira entre São Paulo e a fronteira uruguaiana? 4. O que não importava ao João? 5. Que tratou Emílio de fazer ao comprar as passagens? 6. Porque fêz isso? 7. Aonde chegaram pela tarde? 8. Que resolveram fazer? 9. Quem os viu? 10. Que faziam êles quando élle os viu? 11. O que sabia élle? 12. O que fêz o homem? 13. O que quer dizer « matear »? 14. Como se faz a erva-mate? 15. Gostaram os americanos do mate?

D. *Write in Portuguese:* 1. He bought the oranges for himself, not for you. 2. If he had some money he would give it to us. 3. It seems to me that you are becoming angry. 4. The boat drew away from the dock, and the passengers began waving their handkerchiefs. 5. It is said that Rio de Janeiro is the most beautiful city in the world. 6. What do you think, John? Is it possible for you to take the trip with me? 7. I asked him to lend me (some) money; he lent it to me. 8. Is there a line of buses running between São Paulo and Santos? 9. Yes indeed, and the buses are large and comfortable. 10. Do not talk with the driver; it is forbidden to talk with him. 11. This basket of oranges is for us; Louis bought it. 12. They gave it to some poor children. 13. Why did they give it to them? 14. He wants to buy it, but he hasn't enough money. 15. If you wish, I shall go with you (*f. pl.*). 16. In the United States it is believed that the United States is larger than Brazil. 17. Where did you find the book? 18. We found it in the same place where he put it.

Leitura

Alberto dos Santos Dumont nasceu no Estado de Minas Gerais, Brasil, em 20 de julho de 1873. Estudou nas escolas de São

Paulo, e tendo feito estudos especiais, partiu para Paris no intuito¹ de mandar construir um balão² munido³ de um motor e de um propulsor⁴; com efeito,⁵ em 4 de julho de 1898, elevou-se ao ar.⁶

Venceu⁷ em seguida várias provas,⁸ dentre⁹ as quais a do SANTOS DUMONT, em 1901, contornando¹⁰ a Torre Eiffel¹¹ e voltando ao ponto de partida¹²: estava descoberta a dirigibilidade¹³ dos balões.² No dia 23 de outubro de 1906, na mesma cidade, conseguiu realizar¹⁴ num aeroplano um vôo¹⁵ de 25 metros, demonstrando assim que um aparelho¹⁶ mais pesado¹⁷ que o ar podia elevar-se na atmosfera. Santos Dumont é chamado « o pai da aviação ».

REVIEW LESSON VIII

Write in Portuguese: 1. If I had more friends I should be happy. 2. If I have the chance I shall speak to him. 3. They were hardly on board when they became seasick. 4. You ought to go in the opposite direction if you wish to get to the dock. 5. John is my best friend; he is also the hardest working student in the class. 6. He is a real Brazilian; he likes to drink mate. 7. Elizabeth is a most beautiful and intelligent girl. 8. These boys and girls are good and industrious. 9. New York is the largest city in the United States; it is larger than Rio de Janeiro. 10. The *sertão* includes the larger parts of four states. 11. Would you like to go with me? Yes indeed, I should like to go with you. 12. Give it to me; let's give it to them (*f.*). 13. The *sertão* is a region covered with brush, very dry, and not much inhabited. 14. He bought this book for himself; he did not buy it for me. 15. The driver explained to them why the autobuses were called soup. 16. Louis thought that that was very funny, didn't he? 17. I heard that they drink a great deal of mate in southern Brazil. 18. One can go from New York to Rio de

¹ no intuito, with the intention. ² balloon. ³ equipped. ⁴ propeller.
⁵ com efeito, indeed. ⁶ air. ⁷ Venceu, from vencer, to win. ⁸ competitions, races. ⁹ among. ¹⁰ circling. ¹¹ Eiffel Tower. ¹² ponto de partida, point of departure. ¹³ dirigibility. ¹⁴ conseguiu realizar, succeeded in making. ¹⁵ flight. ¹⁶ machine. ¹⁷ heavy.

Janeiro in only four days. 19. The autobuses are comfortable and the highways are good. 20. The fares on the buses are very cheap, so that the people can travel more than formerly. 21. I asked him for less than ten dollars (*dólares*), but he wasn't willing to lend them to me. 22. This book is for you to read. 23. I wish that I had more knowledge! 24. The more I study the less I know. 25. If we had a boat we could fish in the lake. 26. If I am back within an hour I shall have dinner with you. 27. In the distance they saw the beach; further yet they could see the mountains. 28. Brazil is bounded by Argentina and Uruguay, two foreign countries. 29. The sea was very rough when the boat pulled away from the wharf. 30. This poor woman's husband died yesterday.

LESSON XLI

231. *Personal Pronouns* (continued) (Review §§ 109, 110, 111, 160)

a) A Portuguese personal pronoun, used as object of a verb, usually follows its verb, being attached to it by a hyphen.

Tenho-o. *I have it.*

b) But in a negative sentence the object personal pronoun precedes the verb, and, in general, it may precede the verb if the sentence begins with a pronoun, with a conjunction, an adverb, etc. The object personal pronoun cannot begin the sentence.

Não o tenho.	<i>I haven't it.</i>
Todos se enganam.	<i>All are mistaken.</i>
Quem me chama?	<i>Who calls me?</i>
Como se enganam os homens!	<i>How men are mistaken!</i>
Sempre me levanto cedo.	<i>I always get up early.</i>

1. With an affirmative verb in the future or conditional indicative the pronoun is usually placed between the infinitive stem and the inflectional ending instead of after the verb:

Responder-nos-á. *He will answer us.*

2. With compound tenses the pronoun object is placed after or before the auxiliary verb:

Tenho-o sabido. *I have known it.*
 Não o tenho sabido. *I have not known it.*

3. The pronoun object may precede or follow the infinitive:

Em vez de se colocar ...
 Em vez de colocar-se ... } *Instead of being placed . . .*

232. *Emphatic Forms of the Personal Pronoun*

If English *myself*, *thyself*, *himself*, etc. are emphatic, they are expressed in Portuguese by the reflexive pronoun in the prepositional form modified by **mesmo** (-a, -os, -as), which modifies the object pronoun used with the verb.

Engano-me a mim mesmo. *I deceive myself.*
 Ela escarnece-se a si mesma. *She makes fun of herself.*

233. *Pronoun with Reflexive and Reciprocal Verbs*

In the plural a reflexive verb may become reciprocal. Usually no distinction of form is made in Portuguese between reflexive and reciprocal verbs; thus *enganamo-nos* may mean *we deceive ourselves* or *we deceive each other* or *one another*. But a reciprocal verb may be made explicit by the use of *um ao outro*, *um de outro*, etc.

Enganam-se um ao outro. *They deceive each other.*

234. *Definite Article in Apposition with Personal Pronoun*

The definite article is required before a noun used in apposition with a personal pronoun.

Nós os alunos desejamos férias. *We students desire a vacation.*
 V. Ex^{as}. as senhoras nunca murmuram umas das outras. *You women never gossip about one another.*

235. *Study of crer, cair, recear, and copiar*

Study the inflection of *crer* (§ 299), *cair* (§ 277), *recear* and *copiar* (§ 282).

EXERCISES

ajudar [əʒudar] *to help*
 além disso [aléi disu] *moreover,*
besides
 apesar de [əp̪izar d̪i] *in spite of,*
although
 chuvoso, -a [ʃuvɔzu, ſuvɔzə, etc.]
rainy

a conseqüência [kōsiküẽſiç] *conse-
 quence*
 a importância [imprtãſiç] *im-
 portance*
 pouco [poku] (*adv.*) *with an ad-
 jective may have a negative
 sense of not very*

A. *Express in Portuguese, omitting the pronoun subject:* he has it; I shall write to them (*m.*); we do not see it; I have bought them (*m.*); who called me? we shall do it; they are talking to one another; we Americans; when did he buy it? we shall give it to them (*f.*); he bought it for himself; we have not seen it.

B. *Study:* 1. Os três amigos têm acabado a sua viagem por algumas partes do Brasil, e agora estão de volta em São Paulo. 2. O Emílio os convidou a fazer-lhe uma visita. 3. Os dois americanos já conheceram o pai e a mãe de Emílio, e aceitaram o convite com muito gôsto. 4. Chegados à casa, foram recebidos pela mãe, a senhora Isabel. 5. Bons dias, minha senhora — disseram João e Luiz; — como está a senhora? 6. Bons dias, senhores — respondeu ela. — Estou boa, obrigada; e os senhores, como passam? 7. Não estou muito bom — disse João; — tenho estado constipado há algum tempo. 8. Oxalá que não seja nada de importância — disse a senhora; — sem dúvida é uma conseqüência do mau tempo. 9. Sem dúvida, senhora; apesar de estarmos em verão, os dias estão frios e chuvosos como em novembro. 10. É verdade; tem sido um verão pouco agradável; mas queira dizer-me o que faziam para se falar um ao outro. 11. Meu filho fala muito pouco o inglês, e os senhores têm estado só pouco tempo aqui no nosso país. 12. Não era difícil, senhora; um dia nos falávamos um ao outro em português, e o outro em inglês. 13. Dêsse modo o seu filho aprendeu a falar bem o inglês, e nós os americanos tivemos a ocasião de falar e de ouvir falar português. 14. Além disso não pensava ninguém só em si mesmo; mas nós pensávamos em ajudar-nos um ao outro. 15. Muito bem — respondeu a senhora; — e os senhores ficam contentes com o Brasil e os brasileiros? 16. Sim, minha senhora! — exclamaram os dois americanos. — Ficamos muito contentes com êle e com êles. Temos achado o povo brasileiro muito bom e agradável.

C. *Answer the following questions:* 1. Onde estão os três amigos? 2. Já conheceram João e Luiz aos pais de Emílio? 3. Aceitaram o

convite? 4. Quem os recebeu? 5. Que lhe disseram os americanos? 6. Que lhes respondeu ela? 7. Porque o João não estava bom? 8. O verão tem sido agradável? 9. Como faziam para se falar um ao outro? 10. Porque faziam assim? 11. Que lhes perguntou a senhora? 12. Com que ficavam contentes os americanos?

D. *Write in Portuguese:* 1. If that man thinks that, he is deceiving only himself. 2. The two friends got angry with (com) each other. 3. How have you known it? 4. Instead of getting up he kept on sleeping. 5. He will not fail to do it. 6. The two Americans spoke Portuguese to each other in order to learn it. 7. In this way they learned many new words. 8. They had already known (*use pret.*) her before she invited them to dinner. 9. My friend and I gave each other some books. 10. This man never thinks about his friends; he is always thinking about himself. 11. John and Emílio took leave of (de) each other and went away. 12. They will never see each other again. 13. I shall see him in Santos next year. 14. If he were here I should introduce you to him. 15. If I had known it I should have said nothing.

Leitura

Euclides da Cunha, um dos mais grandes escritores brasileiros, foi engenheiro.¹ Nasceu em Cantagalo, no Estado do Rio de Janeiro, no ano de 1866. Como enviado² do jornal « O Estado de São Paulo », assistiu à³ guerra de Canudos, que terminou⁴ em fins⁵ de 1897. No sertão de Baía, um fanático⁶ amotinou⁷ o seu povo,⁸ em Canudos. Chamavam-no Antonio Conselheiro. Foram precisas⁹ quatro expedições para vencer¹⁰ os sertanejos. Euclides da Cunha escreveu a história dessa guerra, com a descrição¹¹ do terreno e do meio.¹² Esse livro chama-se *Os Sertões*, e é considerado o mais bem escrito livro brasileiro sobre coisas do Brasil. Euclides da Cunha morreu assassinado¹³ no Rio de Janeiro em 1909.

¹ engineer. ² representative. ³ assistiu à, from assistir a, to be present at. ⁴ terminou, from terminar, to end. ⁵ em fins, towards the end. ⁶ fanatic. ⁷ amotinou, from amotinar, to arouse. ⁸ people. ⁹ necessary. ¹⁰ to conquer. ¹¹ description. ¹² terreno . . . meio, country . . . environment. ¹³ assassinated.

LESSON XLII

Definite Article

236. *Uses of the Definite Article*

The definite article is required:

- a) With an adjective of nationality used to denote a language, except after *falar* or *em* (§ 136); with a noun used in a general sense to denote all of the thing or kind it names (§ 141, a); with a proper noun modified by a title or a descriptive adjective, except in direct address (§ 141, b); before a possessive adjective or pronoun (§ 84); instead of a possessive adjective, when speaking of parts of the body or articles of clothing, etc. (§ 146); with expressions of time modified by *próximo*, *passado*, and the like (§ 164).
- b) With names of many countries, but not with *Portugal*.

Fala-se italiano na (*or em*) Italia. *Italian is spoken in Italy.*

Fala-se português em Portugal. *Portuguese is spoken in Portugal.*

Names of cities, as a rule, do not take the article, but to this rule a *Baía*, a *Havana*, o *Rio de Janeiro*, and a few others are exceptions.

- c) With an infinitive.

O falar demasiado é um vício. *To talk too much is a vice.*

- d) To express measure.

dez centavos a dúzia

ten cents a dozen

a dólar o metro

at a dollar a meter (a yard)

- e) With an adjective used as a noun.

o bom e o útil

the good and the useful

237. *Study of ter and haver*

Study the inflection of *ter* (§ 291) and *haver* (§ 293).

EXERCISES

abraçar [əbrasar] <i>to embrace</i>	o eixo [eʃu] <i>axis, axle</i>
o afecto [afetu] <i>affection</i>	ganhar [gənhar] <i>to gain, get, acquire</i>
agradecer [əgradiser] <i>to thank</i> (the thing is direct object, the person thanked indirect)	gozar (de) [guzar] <i>to enjoy</i>
aliado [əlidu] <i>ally</i>	a guerra [gerre] <i>war</i>
atento, -a [ətēntu, -a] <i>devoted, courteous</i>	a lembrança [lēmbrəsə] <i>memory; pl. regards</i>
declarar-se [diklarar-si] <i>to be declared, break out</i>	querido, -a [kīridu, -a] <i>dear</i>
	útil [util] <i>useful</i>

E.U.A. *U.S.A.*; *fazer falta a* *to miss* (the person missed is subject of the verb, and the English subject is indirect object: *ela me faz falta, I miss her*), *need, lack*; *Ilmo. Sr.* (*Sr.*) or *Ilma. Sra.* (*Sra.*) *for Ilustríssimo Senhor, etc.*, forms used in addressing correspondence; (*o*) *seu amigo* *muito atento or muito amigo* *cordially yours*; *ter saudades (de)* *to long for, have fond memories of, be homesick for*; *todo o mundo everybody*; *vir a (infin.)* *to come to, get to (infin.)*

A. Study:

I

Hotel Tivoli, Rio de Janeiro
2 de Setembro de 19—

Minha querida Mãe:

Fiquei muito contente ao receber a sua carta antes de partirmos do Brasil. Pensamos embarcar àmanhã de manhã, de modo que chegaremos em Nova-York a 15 dêste mês. Gozámos muitíssimo da nossa viagem, ainda que você e Papá nos fizessem falta; ganhámos muitos conhecimentos úteis sobre o Brasil e o povo brasileiro; além disso nos divertimos bem com os amigos que viemos a ter aqui. Creio que é muito importante, e agora mais que nunca, que nós os americanos conheçamos melhor este grande país e o seu povo. Agora que a guerra se tem declarado entre o Brasil e os países do eixo, somos mais que amigos, somos aliados. Volto com muito prazer a meu país e a minha querida família, mas estou certo de que terei sempre saudades do Brasil.

Abraça-a com afecto o seu filho

João

Luiz manda lembranças.

II

Hotel Tivoli, Rio de Janeiro
2 de Setembro, 19—

Querido Emílio:

Escrevo-lhe estas poucas linhas para agradecer-lhe a sua bondade para nós durante a nossa visita. Sem o senhor não teríamos visto muitas coisas interessantes e úteis. Quando o senhor vier visitar o nosso país, espero ter o prazer de conduzi-lo por algumas partes dos Estados Unidos da América do Norte. Espero também que o senhor terá a bondade de escrever-me de vez em quando. Adeus, Brasil; e até logo, Emílio. Seu amigo muito atento,

LUIZ

No sobrescrito da sua carta, João escreveu: Il^{ma}. Sra.

Isabel Doe
155 Kensington Rd.
E.U.A. Syracuse, N. Y.

Luiz escreveu:

Il^{mo}. Sr.
Emílio da Cunha
Rua da Glória, 33
São Paulo

- B. *Answer the following questions:*
1. A quem escreveu João uma carta?
 2. De onde a escreveu?
 3. Qual é a data da sua carta?
 4. Porque ficou contente?
 5. Quando pensam embarcar?
 6. Quando chegarão em Nova-York?
 7. O que ganharam da viagem?
 8. Segundo ele o que é importante que os americanos façam?
 9. Porque é muito importante agora?
 10. Que terá sempre João?
 11. Porque escreve Luiz ao Emílio?
 12. Como o Emílio os ajudou?
 13. Que prazer espera ter o Luiz?

C. *Write in Portuguese:*

65 Main Street, Cambridge, Mass.
June 6, 19—

Dear John:

We embark tomorrow afternoon for our trip to Brazil. Everybody knows that Portuguese is spoken in Portugal, but many Americans do not know that it is also spoken in Brazil. Professor Jones explained that to us and we have been studying Portuguese with him. We find that speaking is more difficult than reading, but when we are in Brazil I think that we shall learn to speak it rapidly. We shall arrive at Bahia

before we get to Rio de Janeiro. I am certain that I shall gain much useful knowledge from this visit, and that I shall come to know the Brazilians better. I shall miss you on the trip, but I know that you will have a good time with your uncle in the country. Please write to me now and again; my father will give you my address.

Cordially yours,

LOTIS

D. *Write in Portuguese:* 1. Men like evil more than good. 2. I have a sore throat and a headache. 3. Next month we shall return to the United States. 4. He got angry when I told him he was worse than John. 5. But it didn't matter to me; I told him so again. 6. If your parents should care to come also, we shall receive them with pleasure. 7. On receiving the letter he opened the envelope. 8. I do not know how to thank you for your kindness to me. 9. If he becomes seasick he will not enjoy the trip. 10. I shall always have fond memories of Brazil.

Leitura

Na época¹ do descobrimento tudo no Brasil era mistério.² Ninguém conseguia³ penetrar-lhe no âmago.⁴ Os que saíam em incursão⁵ pelo interior, raramente voltavam. A exploração era muito difícil: não havia caminho, tudo matas virgens⁶ impenetráveis.⁷ Nesse tempo o interior do Brasil só tinha feras⁸ e índios. Os índios eram antropófagos, isto é, que comiam a carne de homens. O primeiro bispo⁹ que veio de Portugal para o Brasil, D. Pedro Fernandes Sardinha, foi comido pelos índios.

Uma grande parte dessa região¹⁰ foi explorada por Paulo Afonso, um sertanista¹¹ português, que no século dezesseis entrou pelas terras do Nordeste, descobrindo a cachoeira¹² que hoje tem o seu nome.

¹ period. ² mystery. ³ conseguia, from conseguir, to succeed in. ⁴ inner-most parts. ⁵ em incursão, on an expedition. ⁶ virgin. ⁷ impenetrable. ⁸ wild beasts. ⁹ bishop. ¹⁰ region. ¹¹ explorer of the sertão, bandeirante. ¹² waterfall.

*LESSON XLIII***238. Omission of the Definite Article**

The definite article is omitted in Portuguese, though required in English:

- a) Usually before a noun in apposition.

Lisboa, capital de Portugal. *Lisbon, the capital of Portugal.*

O Rio de Janeiro, capital do Brasil. *Rio de Janeiro, the capital of Brazil.*

- b) Before a numeral modifying a title.

D. Pedro II *Peter the Second*

D. João VI *John the Sixth*

239. Omission of the Indefinite Article

The indefinite article is regularly omitted:

- a) Before an unqualified noun in the predicate (§ 108).

- b) Before a noun in apposition.

São Paulo, cidade do Brasil *São Paulo, a city of Brazil*

- c) Before cento, a hundred, and mil, a thousand, and after tal, such a.

- d) In many idioms, such as:

Nunca usa colete. *He never wears a waistcoat (vest).*

Não disse palavra. *He did not say a word.*

Que pena! *What a pity!*

240. Possessives

Study §§ 82–85.

POSSESSIVE PRONOUNS**SINGULAR (OF THE POSSESSOR)**

o meu (a minha, os meus, as minhas) *mine*

o teu (a tua, os teus, as tuas) *thine*

o seu (a sua, os seus, as suas) *his, hers, its, yours*

PLURAL (OF THE POSSESSOR)

- o nosso (a nossa, os nossos, as nossas) *ours*
 o vosso (a vossa, os vossos, as vossas) *yours*
 o seu (a sua, os seus, as suas) *theirs, yours*

The possessives usually require the definite article in Portuguese (see § 84).

But the definite article is used with a possessive in the predicate only in a question beginning with the equivalent of *which*, or in answer to such a question. Compare:

De quem é este livro?	<i>Whose book is this?</i>
É meu.	<i>It is mine.</i>
Que livro é o de V. Ex ^a .?	<i>Which book is yours?</i>
Este é o meu.	<i>This one is mine.</i>
Qual das penas é a minha?	<i>Which pen is mine?</i>
Esta é a sua.	<i>This is yours.</i>

241. *Definite Article Used instead of Possessive*

The definite article may be used with *dêle*, *dela*, etc., instead of *seu*, etc., to make the meaning clear or emphatic (see also § 120).

Tenho o livro <i>dêle</i> ; não tenho o <i>dela</i> .	<i>I have his book; I haven't hers.</i>
Prefere a casa de V. Ex ^a . à <i>dêles</i> .	<i>He prefers your house to theirs.</i>

242. *Study of estar, ser, and ir*

Study the inflection of *estar* (§ 290), *ser* (§ 296), and *ir* (§ 297).

EXERCISES

aconselhar [ək'seɪlər] <i>to advise</i>	estimado, -a [istimadu, -e] <i>kind</i>
o conselho [kōselu] <i>advice</i>	excelente [ksilēnt̪] <i>excellent</i>
o curso [kursu] <i>course</i>	famoso, famosa [famozu, famozs, etc.] <i>famous</i>
desculpar [d̪iskulpar] <i>to excuse, pardon</i>	imatricular-se [imatríkular-si] <i>to matriculate, register</i>
o doutor [dotor] <i>doctor</i>	incomodar [injumudar] <i>to trouble</i>
a estima [istime] <i>esteem, affection</i>	a liberdade [libirdadi] <i>liberty</i>

a língua [línġue] *language; tongue*
 a literatura [litirētūrə] *literature*
 melhorar [mél̄urər] *to better, improve*
 mútuo, -a [mutūu, -e] *mutual*
 nacional [nac̄ional] *national*
 o respeito [rr̄ispēit̄u] *respect; pl. regards*

a resposta [rr̄ispōste] *reply*
 seguir [sígīr] *to follow; take (a course of study)*
 subscrever-se [subskr̄iver-si] *to subscribe oneself, be (in the complimentary closing of letters)*

ao passo que, *while, whereas*; Apresento os meus respeitos a V^a. (Vossa Ex^a. (Exceléncia), e subscrevo-me com a maior estima, De V^a. Ex^a. M^{to}. (muito) At^{to}. (atento) Vend^{or}. (venerador) e Obg^{do}. (obrigado) *Very sincerely yours; Ex^{mo}. Sr. (Ex^{ma}. Sra.) forms used in correspondence*

A. Study:

I

45 Dover Street
 New York City
 12 de Março, 19—

Ex^{mo}. Sr. Professor José de Azevedo
 Rua da Liberdade, 22
 Lisboa

Ex^{mo}. Sr. Professor Azevedo,

Desejando melhorar os meus poucos conhecimentos da língua portuguesa e das literaturas portuguesa e brasileira, penso passar um ano em Portugal para seguir os cursos que me sejam úteis numa universidade ali. O nosso amigo mútuo, o senhor doutor João de Morais, professor na Universidade de X, me disse que deveria escrever a V. Ex^a., pedindo-lhe conselho. Sei que há duas universidades famosas em Portugal, a Universidade de Coimbra e a Universidade de Lisboa. Na qual dessas duas universidades deveria imatriricular-me e quais cursos deveria seguir? Ouvi dizer que a Universidade de Coimbra tem cursos excelentes da literatura portuguesa e que a Universidade de Lisboa é famosa a causa dos seus cursos da história portuguesa.

Peço a V^a. Ex^a. que me desculpe a liberdade que tomo, e espero que não lhe incomodará muito fazer-me êste favor. Agradecer-lhe-ei muitíssimo todos os conselhos que quiser dar-me.

Apresento os meus respeitos a V^a. Ex^a. e subscrevo-me com a maior estima,

De V^a. Ex^a.

M^{to}. At^{to}. Ven^{dor}. e Obg^{do}.

João Doe

II

Rua da Liberdade, 22

Lisboa

11 de Abril de 19—

Ex^{mo}. Sr. João Doe,
45 Dover Street
Nova-York

Ex^{mo}. Sr. Doe,

Em resposta à sua estimada carta, terei muito prazer em dar-lhe o melhor conselho que posso. Se V^a. Ex^a. fala bem o português, me parece a mim que deveria passar seis meses na Universidade de Lisboa e seis meses na Universidade de Coimbra. As duas universidades são igualmente boas, mas é verdade também que os cursos da língua portuguesa da Universidade de Lisboa são, talvez, os melhores do mundo, ao passo que Coimbra tem cursos excelentíssimos da literatura portuguesa. Os cursos da literatura brasileira não são bons nem na uma nem na outra das duas universidades; aconselhar-lhe-ia que vá ao Brasil para isso; a Universidade Nacional do Rio de Janeiro tem dois ou três professores famosos da literatura nacional.

Tenho o prazer de me subscrever com a maior estima

De V^a. Ex^a.

M^{to}. At^{to}. Ven^{dor}. e Obg^{do}.

JOSÉ DE AZEVEDO

B. *Answer the following questions:* 1. A quem escreve o senhor João Doe? 2. Porque deseja passar um ano em Portugal? 3. Quem lhe disse que escrevesse ao senhor professor? 4. Quantas universidades famosas há em Portugal? 5. O que quer que o professor lhe diga? 6. O que espera o senhor João? 7. Como se diz em português « I remain, sincerely yours »? 8. O que pensa o professor que o senhor João deveria fazer? 9. São bons os cursos da literatura portuguesa da Universidade de Coimbra? 10. Qual universidade tem cursos excelentíssimos da língua portuguesa? 11. Qual universidade de Portugal tem cursos ex-

celentes da literatura brasileira? 12. O que lhe aconselha que faça para estudar a literatura brasileira?

C. Write in Portuguese:

1544 Stolp Avenue
Syracuse, New York
May 18, 19—

Professor E. F. Roy
19 Avenida de Maio
Lisbon

My dear Professor Roy:

I have heard that there are excellent courses in Portuguese in the University of Lisbon. Everybody knows the famous University of Coimbra, but I have heard that the courses for foreigners at the University of Lisbon are better than the same courses at Coimbra. I have studied Portuguese for two years in this country; I read and write it without difficulty, whereas I do not speak it well nor correctly. Should I matriculate at once at the University of Lisbon, or should I pass some time there in order to learn to speak Portuguese well before I matriculate?

I am taking the liberty of troubling you, because you have traveled in America and know what is best for me to do. I like Portuguese literature, and I should like you to advise me what courses I should take. They say that the courses in Portuguese literature of Professor de Castro are perhaps the best in Portugal; do you believe that is true?

If I have enough money I shall spend two years in Portugal. Do you not think that in that time I can get much knowledge of Portuguese life, history, and literature? Is traveling cheap or expensive in Portugal? Are the trains comfortable and fast? I know that the advice you give me will be useful, and I shall thank you for it. I hope that this will not trouble you too much.

With the greatest respect and esteem, I am,

Sincerely yours,

Leitura

Numa praça¹ da cidade de Itajaí, Estado de Santa Catarina, vê-se um monumento que tem estas palavras no pedestal: A

¹ square.

Lauro Müller, o maior dos catarinenses. (Um catarinense é um habitante do Estado de Santa Catarina.)

Quem foi Lauro Müller? Foi um dos mais ilustres¹ homens políticos² do Brasil. Nasceu nessa cidade, e além de ter sido o governador³ do Estado de Santa Catarina, foi ministro da Viação⁴ no governo⁵ do presidente Rodrigues Alves, devendo-se a élle o impulso⁶ que transformou⁷ a cidade do Rio de Janeiro, suja⁸ e feia,⁹ na «cidade maravilhosa»¹⁰ que encanta¹¹ a quantos a visitam. Filho de alemães e por élles criado¹² no respeito¹³ às leis do país e no amor à pátria, costumava¹⁴ dizer: «Aquele que nasceu no Brasil e não é brasileiro, é traidor.»¹⁵

LESSON XLIV

243. Demonstratives

Study §§ 90–93.

That of, the one of, etc. are usually expressed by o (a, os, as) de:

a pena de aço e a de ouro *the steel pen and the gold one* (*lit.*, the pen of steel and that of gold)

244. Relative Pronouns

que, <i>who (whom), which, that</i> o qual (<i>a qual, os quais, as quais</i>) o que (<i>a que, os que, as que</i>) quem, <i>who (whom)</i> quanto, –a, –os, –as, <i>all that, all who</i> cujo, –a, –os, –as, <i>whose</i>	} <i>who (whom), which</i>
--	----------------------------

¹ famous. ² homens políticos, statesmen. ³ governor. ⁴ ministro da Viação, *Secretary of Communications*. ⁵ government, cabinet. ⁶ impetus, “drive.” ⁷ transformou, from transformar, *to transform*. ⁸ dirty. ⁹ ugly. ¹⁰ marvelous. ¹¹ encanta, from encantar, *to charm*. ¹² reared. ¹³ no respeito, *in the reverence*. ¹⁴ costumava, from costumar, *to be accustomed to*. ¹⁵ traitor.

245. Uses of the Relative Pronouns

- a) **Que**, the most common of the Portuguese relative pronouns, is invariable. It is used as subject or object of a verb, and it may refer to persons or things. After a preposition, *whom* is **quem**.

o aluno que partiu hoje	<i>the student (m.) who (that) left today</i>
a aluna que vi esta manhã	<i>the student (f.) whom (that) I saw this morning</i>
os alunos de quem falávamos	<i>the students of whom we were speaking</i>

- b) **O qual** (**a qual**, etc.), **o que** (**a que**, etc.), or **quem**, may be used to avoid ambiguity. **O qual** and **o que** indicate the gender and number of the antecedent. **Quem** makes clear that the antecedent is a person.

Escrevi ao filho de D. Francisca, o qual está muito doente. *I wrote to Dona Francisca's son, who is very ill.*

Ontem vi o dono da casa, o qual (quem) está na cidade. *Yesterday I saw the owner of the house, who is in town.*

- c) *He who, she who, the one who, etc.*, are expressed by **o que**, **a que**, etc., or by **quem**.

O que deseja muito, sempre é pobre. *He who desires much is always poor.*
Estes rapazes são os que o senhor procurava. *These boys are the ones that you were looking for.*

Quem cala, consente. *He who is silent gives assent.*

Não tenho a quem me dirigir. *I haven't anyone to whom to apply.*

- d) Neuter *which, that which, or what* (= *that which*), referring to a statement or idea, is **o que**.

Sabe o senhor o que queremos? *Do you know what we want?*

Prometeu estudar mais, o que agradou muito a seu pai. *He promised to study more, which greatly pleased his father.*

- e) A Portuguese relative pronoun cannot be omitted, nor can it precede its preposition, as in English. Compare *the man we were talking about* with **o homem de quem falávamos**.

246. Study of perder, pedir, medir, and ouvir

Study the inflection of **perder, pedir, medir, and ouvir** (§ 310).

EXERCISES

(Vocabulary for this lesson and the following one)

- afim de [əfin dí] *in order to*
 agradar [əgradar] *to please*
 a amostra [əmõst̥rə] *sample*
 a aparência [əperẽs̥iá] *appearance*
 apropriado, -a [əprupriádu, -e] *appropriate, suitable*
 assegurar [əsigurár] *to assure; insure*
 avultado, -a [əvultadu, -e] *important; considerable*
 a caixa [kaɪ̯s̥ə] *box*
 o charuto [ʃerut̥u] *cigar*
 a concorrência [kõkurrẽs̥iá] *competition*
 o cuidado [küdadu] *care*
 a encomenda [ējumẽnd̥s̥] *order*
 enviar [ēviar] *to send*
 a escolha [ɪskɔ̯f̥a] *choice, selection*
 escolher [ɪskułer] *to choose, select*
 estimar [ɪstimar] *to esteem, value; be glad*
 a expectativa [ɪxpet̥t̥i̯və] *expectation*
 a experiência [ɪxpli̯rẽs̥iá] *experience*
 a fábrica [fabrike] *factory*
- fabricar [febríkar] *to make, manufacture*
 favorito, -a [fəvurit̥u, -e] *favorite*
 o feitio [feit̥iu] *form, shape*
 honrar [örrar] *to honor*
 importar [impurt̥ar] *to import*
 incluso, -a [in̥kluzu, -e] *included, enclosed*
 indicado, -a [indikadu, -e] *indicated, mentioned*
 informar [ifurmar] *to inform*
 a lista [list̥a] *list*
 a marca [mark̥a] *brand*
 o mercado [mirkadu] *market*
 o negócio [nígos̥iu] *business; piece of business*
 poupar [popar] *to save; spare*
 o preço [pres̥u] *price*
 prezado, -a [prižadu, -e] *valued, esteemed; kind*
 realizar-se [r̥iželizar-s̥i] *to realize, come true*
 o tabaco [tbaku] *tobacco*
 vários, -as [variüs̥, -es̥] *various, different; several*
 a venda [vẽnd̥a] *sale*

a título de [ə titulu dí] *as, by way of; dado o caso que* [dadu u kazu k̥i] *in case that, granted that; Amigo e Senhor (Amigos e Senhores)*¹ *Dear Sir(s); V. S^a., V. S^{aa}.* (Vossas Senhorias)² *you*

¹ Formula largely used in commercial correspondence. ² Used a great deal in commercial correspondence, as a variation of V. Ex^a., which is used more in formal correspondence, not commercial.

A. Study:

I

Nova-York, E.U.A.
20 de Abril de 19—

Snr. Pereira & Martins,
Rio de Janeiro

Amigos e Snrs.:

Tomamos a liberdade de enviar-lhes uma pequena caixa com charutos a título de amostras das marcas indicadas na lista inclusa, e muito estimaremos que tenham a bondade de fazerem sua escolha das marcas que lhes agradarem afim de nos honrarem com a sua prezada encomenda.

Como V. S^{as}. sem dúvida devem saber, fabricamos todos os nossos charutos aqui na fábrica, com tabaco importado, e podemos assegurar-lhes que não pouparamos nem cuidado nem trabalho para obtermos os melhores productos possíveis.

Entre as amostras encontram-se tóidas as marcas favoritas por nós introduzidas nos mercados americanos, e podemos assegurar-lhes que com respeito ao gôsto, ao feitio e à aparência não receamos concorrência.

Esperando receber as suas prezadas encomendas, subscrevemo-nos com estima,

De V. S^{as}.,
Am^{os}. (amigos) e At^{tos}. (atentos) V^{ns}. (veneradores)

NEW YORK TOBACCO CO.

II

Rua do Cais, 25
Rio de Janeiro
10 de Maio de 19—

New York Tobacco C^{ia} (Companhia)
Nova-York, E.U.A.

Amigos e Snrs.:

Com respeito à caixa de charutos que tiveram a bondade de nos enviarem a título de amostras o mês passado, temos a informá-los que examinámos com cuidado as amostras das suas várias marcas, e escolhemos 4 que nos parecem mais apropriadas para o nosso mercado.

Para estas temos o prazer de lhes enviar, a título de experiência, uma ordem, e dado o caso de se realizarem as nossas expectativas com respeito

à venda das mesmas, não há dúvida que poderemos fazer avultado negócio.

Queiram enviar-nos o mais cedo possível a encomenda que hoje lhes fazemos. Subscrevemo-nos com estima,

De V. S^{as.},
Am^{as.} e At^{as.} V^{ns.},

PEREIRA E MARTINS

B. *Answer the following questions:* 1. O que envia a New York Tobacco Co. aos senhores Pereira e Martins? 2. O que lhes pede que façam? 3. Onde fabrica os seus charutos? 4. Com que os fabrica? 5. O que não poupa para obter os melhores productos? 6. Quais marcas se encontram entre as amostras? 7. Os senhores Pereira e Martins receberam os charutos? 8. Como examinaram as amostras? 9. Quantas marcas escolherem? 10. Porque escolheram estas marcas? 11. A qual título enviaram uma ordem? 12. Quando querem que lhes enviem a encomenda?

C. *Write in Portuguese:* 1. He sent an order for the box of cigars and the one of pencils. 2. To whom did you write? 3. I wrote to John's mother who is sick. 4. He who studies will learn. 5. These boxes are the ones you sent us as samples. 6. Do you believe what he said? 7. He sent me two little boxes of cigars which pleased me a great deal. 8. He chose the ones which appeared to him suitable for his market. 9. The cigars which he manufactures are favorites in that market. 10. He sent him various brands from which he selected three. 11. All who smoked these cigars liked them. 12. I have the pleasure of introducing to you Mr. Pereira whose son speaks English well. 13. I gave him Louis's cigars who is not smoking because of a sore throat. 14. I do not like these brands; the ones that he has are better. 15. All that you say is true, which everybody knows. 16. The boy whom you saw is my brother. 17. He spoke to all those he saw in the street. 18. The man of whom you were speaking is the one who died yesterday.

D. 1. Write a short business letter asking a firm in the United States to send you, in Brazil, some sample boxes of pencils of various brands. You want to try to introduce them in Brazil.

2. Reply to this letter, stating that the samples are being sent, and why you think a good business in them could be carried on in Brazil.

Leitura

A TERRA DA ESPERANÇA¹

(Do livro *Nosso Brasil* de Luiz Amaral Wagner e Hildebrando de Lima, escrito para o uso dos alunos das escolas brasileiras.)

« O Brasil, como vocês observaram, é grande e belo,² e são imensos os seus recursos naturais.³ Mas tudo entre nós ainda está por fazer, tudo depende de vocês — os homens e as mulheres de amanhã.

« A América do Norte chegou ao que é — nação poderosa,⁴ rica e respeitada,⁵ graças⁶ aos esforços,⁷ ao estudo e ao trabalho dos seus filhos. Nós poderemos também alcançar⁸ um esplendor⁹ como o dos norte-americanos. »

(A seguir)

LESSON XLV

247. *Interrogative Pronouns*

quem? *who (whom)?*

qual (quais?) which?

de quem? *whose?*

quanto (-a, -os, -as)? how much (many)?

que, o que? *what?*

All except *quem* may be used as pronominal adjectives.

The interrogative pronoun *que*, when standing alone, or before a pause, takes the circumflex accent (*quê?*).

In exclamations, *what (a)* or *how* is *que*:

Que bonita menina! *What a pretty girl!*

*Que pálida está!*¹⁰ *How pale she is!*

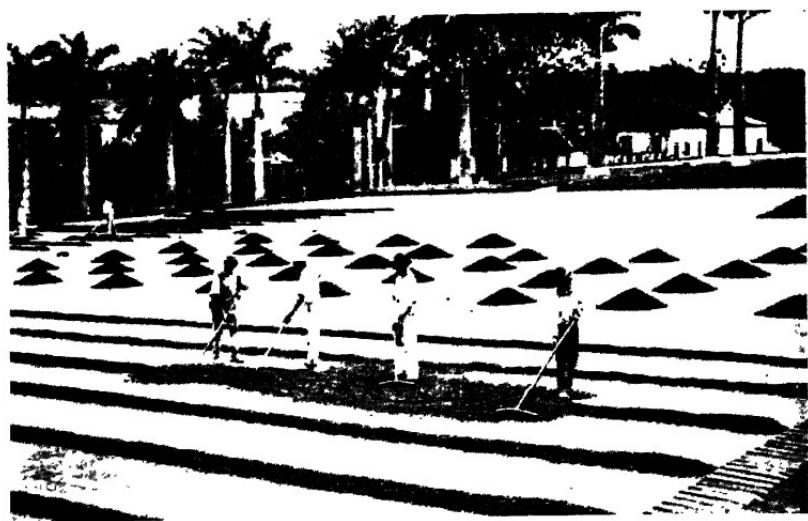
¹ hope. ² beautiful. ³ recursos naturais, natural resources. ⁴ powerful.
⁵ respected. ⁶ thanks. ⁷ efforts. ⁸ attain. ⁹ grandeur. ¹⁰ Or como está
 pálida!



ALUNAS D'UMA ESCOLA NORMAL, RIO DE JANEIRO



GALERIA DA ESCOLA NORMAL, SALVADOR, BAÍA



SECANDO OS BAGOS DE CAFÉ, ESTADO DE SÃO PAULO



ONDE SE FAZ O AÇÚCAR (ENGENHO DE AÇÚCAR)

Indefinite Pronouns and Pronominal Adjectives

alguém	{ someone, somebody anyone, anybody	nenhum (<i>etc.</i>), none, no
algum, alguma, alguns, algumas,	some, any, a few	nenhuma coisa (cousa)
algo	alguma coisa (cousa) } something, } anything	cousa (coisa) alguma } nothing nada
uns, umas, some		muito (-a, -os, -as), much, many
cada (<i>adj. inv.</i>), each, every		pouco (-a, -os, -as), little, few
cada um (<i>etc.</i>), each one		todo (-os, tôda, -as), all, every
ambos (-as)	} both	tudo, everything
os dois (as duas)		mesmo (-a, -os, -as), same, self
qualquer, quaisquer, any (one at all), whatever		outro (-a, -os, -as), other, another
ninguém, no one, nobody		tanto (-a, -os, -as), as (so) much (many)
		tal, such, such a
		quemquer, whoever

Mais vale algo que nada.

Todo o homem deve cumprir com o seu dever.

Todos os rapazes jogavam a bola.

Vai ao teatro tôdas as noites.

Cada duas horas sai um trem (com-bóio).

Quere-nos aos dois.

Morreu no mesmo dia.

Éle mesmo mo disse.

Quereríamos outros dois.

Há tantos homens como mulheres.

Nunca passei tal noite.

Something is better than nothing.

Every man should do his duty.

All the boys were playing ball.

He goes to the theater every (each) night.

A train leaves every two hours.

He likes us both.

He died the same day.

He told me so himself.

We should like two others.

There are as many men as women.

I never passed such a night.

1. An unemphatic *some* or *any* is usually not expressed in Portuguese:

Quere o senhor uvas?

Tem o senhor pêras? — Não tenho.

Do you want some grapes?

Have you any pears? — I haven't any.

2. A *little* (denoting quantity) is *um pouco de*:

Pode o senhor emprestar-me *um pouco de açúcar*? *Can you lend me a little sugar?*

3. Review § 153.

249. *Study of dar and vir*

Study the inflection of *dar* (§ 289) and *vir* (§ 292).

A. *Study:*

Rua do Cais, 25
Rio de Janeiro
15 de Junho de 19—

New York Tobacco C^{ia}.
Nova-York, E.U.A.

Amigos e Snrs.:

Temos o prazer de os informar que recebemos ontem a ordem para 12 caixas de charutos que lhes fizemos o mês passado, a título de experiência. Como o mercado para êstes productos é bom nêste momento, pensamos fazer avultado negócio; por isso quereríamos fazer uma nova encomenda para 30 caixas.

O preço de \$3.00 (dólares) a caixa nos parece um pouco alto; seria possível fazer-nos um preço mais baixo, digamos \$2.50 (cinquenta centavos) a caixa? Dado o caso que V. S^{as}. possam vender-nos os charutos ao preço indicado, façam favor de no-los enviar em seguida, sem escrever, afim de poupar tempo. Se não puderem fazê-lo, tenham a bondade de nos enviar amostras de outras marcas que se vendem a um preço mais baixo do que as primeiras. Queiram ter o cuidado de ver que os charutos que nos enviarem, a título de amostras, sejam apropriados ao mercado brasileiro com respeito ao gôsto e à aparência; o feitio não importa muito.

Asseguramos-lhes que os seus productos nos agradam muito, mas a causa da concorrência das outras companhias (*firms*) que importam charutos nêste país, todos os charutos, mesmo as marcas favoritas, têm que vender-se a um preço bastante barato.

Esperando que V. S^{as}. possam dar-nos o preço que lhes pedimos, subscrevemo-nos com estima,

De V. S^{as}.,
Am^{as}. e At^{as}. V^{ns}.,

PEREIRA E MARTINS

B. *Answer the following questions:* 1. O que informam os senhores Pereira e Martins à New York Tobacco Co.? 2. Quantas caixas de

charutos tinha enviado a New York Tobacco Co.? 3. Como era o mercado d'estes productos? 4. Pensam ter uma boa venda? 5. Que querem fazer agora? 6. Que dizem com respeito ao preço dos charutos? 7. Qual é o preço atual? 8. Qual preço desejam? 9. Porque querem que a New York Tobacco Co. lhes envie em seguida a encomenda? 10. Se a New York Tobacco Co. não quiser dar um melhor preço, que lhe pedem que faça? 11. Os productos da New York Tobacco Co. agradam aos Senhores Pereira e Martins? 12. Porque têm que vender barato os charutos?

C. *Write in Portuguese:* 1. To whom did John write? 2. Who chose these cigars? No one chose them; the New York Tobacco Co. sent them to us as samples. 3. Which brands are the favorites in the United States? 4. He asked him not to send any brands at all. 5. What a pretty box, but how small it is! 6. Someone told me that this cloth was not suitable for the Brazilian market. 7. He manufactures them in the same factory. 8. This material is manufactured in another factory with a great deal of care. 9. He selected each cigar with respect to shape and taste. 10. He imported as many cigars this month as last month. 11. We informed both the companies that our expectations were not realized. 12. This letter is not well written; he took no care with it. 13. I never saw such a man! 14. There was not a thing in the box. 15. Have you any books? Yes, I have some. 16. Whoever told you that is wrong. 17. Have you studied all your lessons? Yes, I have studied everything. 18. What? You have been studying only one hour? 19. What pleased him? 20. I shall be glad to send you whatever brands you ask for. 21. Did you see something? No, I didn't see anything. 22. Even the favorite brands did not have a good sale this year. 23. I never smoked such a cigar; why do you give such cigars to your friends? 24. I did not buy them myself (*eu mesmo*); my wife chose them. 25. Some wives also buy even neckties for their husbands, but I prefer to buy my own. 26. Why? Because she always buys several neckties which do not please me. 27. A boat leaves New York every two weeks for Rio de Janeiro.

D. Answer the letter in A, stating that you cannot give a better price because the price of imported tobacco is high right now, that you select only the best tobacco, that your cigars are manufactured with the best care in your own factory, and that these brands are favorites and sell at the same price in all countries.

Leitura

« Mas para isso é necessário que as novas gerações¹ estudem com afinco² e se formem³ dentro dos⁴ sãos⁵ princípios⁶ da paz e de trabalho. Só assim transformarão a terra maravilhosa do Brasil num celeiro⁷ imenso e farão brotar⁸ do subsolo⁹ os incalculáveis¹⁰ tesouros escondidos.¹¹

« Lembrem-se sempre, meus filhos, de que é nossa tôda esta terra unida e que devemos amá-la com a mesma força¹² e a mesma fé,¹³ sem distinguir nenhum dos seus recantos.¹⁴ Tanto o Norte como o Sul, tanto o Litoral¹⁵ como o Centro — tudo é Brasil, a terra da esperança. »

REVIEW LESSON IX.

Write in Portuguese: 1. John and Elizabeth are deceiving each other; they do not like each other. 2. Both should help each other instead of getting angry. 3. The summer in Brazil is not very rainy; and besides it is very hot. 4. Dear John: I write you these few lines to inform you that I am well, but I miss you. Cordially yours, Louis. 5. Brazil and the United States now being allies in the war against the Axis, they will become better friends than formerly. 6. My dear Professor Jones: I thank you for the letter you had the kindness to write to me. Very sincerely yours, José Pereira. 7. I haven't anyone from whom to borrow money. 8. Who is that girl? Which one? The one who is writing in the notebook. 9. What did he reply to you when you sent him the samples? 10. He said that the market was good and that he could do considerable business. 11. He also said that he should be very happy to do business with us. 12. Dear Sir: We thank you for the order with which you have honored us. We are sending you twenty boxes by way of experiment. Yours

¹ generations. ² zeal. ³ se formem, from *formar-se*, to develop oneself. ⁴ dentro de, in, within. ⁵ wholesome. ⁶ principles. ⁷ granary. ⁸ to produce. ⁹ subsoil. ¹⁰ incalculable. ¹¹ tesouros escondidos, hidden treasures. ¹² force. ¹³ faith. ¹⁴ sections. ¹⁵ seaboard.

truly. 13. The form of these coats must be suitable for this market; the appearance is also important. 14. You will find a list enclosed with our best prices. 15. Please send it to us when you have read it. 16. We have several brands which are favorites in our market; if you wish to introduce others in yours, we shall send them to you. 17. These cigars must be sold cheap because of the competition. 18. They are sold at two dollars a box. 19. The good is not always the pleasant. 20. Whose book is this? Is it yours? No, it is hers. 21. These boys who are playing and those who are smoking do not save their time. 22. Please send whatever samples you have. 23. Someone said that there was a good sale of this material. 24. Did you ever read such a letter? Who wrote it? 25. He has something in his hand, but I do not know what it is. 26. It is probably a book. 27. What a savory cigar! From whom did you buy it? 28. There are as many boys as girls in this class. 29. No girl should smoke cigars. 30. Every man should choose his own neckties.

LESSON XLVI

150. *Cardinal Numerals*

1 um, uma [ū, umə]	16 dezesseis [diziseɪs]
2 dois, ¹ duas [doɪs, duəs]	17 dezessete [dizisetɪ]
3 três [tres]	18 dezóito [dizɔɪtu]
4 quatro [k्यatru]	19 dezenove [dizinəvɪ]
5 cinco [sɪŋku]	20 vinte [vintɪ]
6 seis [seɪs]	21 vinte e um, -a [vintiū]
7 sete [setɪ]	22 vinte e dois, duas [vintidoɪs]
8 oito [o̊tu]	23 vinte e três [vintitres]
9 nove [nɔvi]	24 vinte e quatro
10 dez [dez]	25 vinte e cinco
11 onze [ōzɪ]	26 vinte e seis
12 doze [dozɪ]	27 vinte e sete
13 treze [trezɪ]	28 vinte e oito
14 catorze [kətɔrzɪ]	29 vinte e nove
15 quinze [kɪzɪ]	30 trinta [trɪntə]

¹ Or dous [dos].

31 trinta e um, -a	300 trezentos, -as [tr̄izēntus]
40 quarenta [k̄uārēnta]	400 quatrocentos, -as [k̄uātrusēntus]
50 cinqüenta [s̄in̄kūēnta]	500 quinhentos, -as [kijēntus]
60 sessenta [s̄isēnta]	600 seiscentos, -as [seisēntus]
70 setenta [s̄itēnta]	700 setecentos, -as [setisēntus]
80 oitenta [ōitēnta]	800 oitocentos, -as [ōtusēntus]
90 noventa [nuvēnta]	900 novecentos, -as [nōvisēntus]
100 cem [s̄ē]	1000 mil [mil]
101 cento e um, -a [s̄ēntuī]	1001 mil e um, -a
102 cento e dois, duas	2000 dois mil
200 duzentos, -as [duzēntus]	3000 três mil
201 duzentos e um, -a	1,000,000 um milhão [ū miłēt̄u]
	2,000,000 dois milhões [miłōis]
201 duzentos e um, -a	1,000,000,000 um bilhão, bilião [ū biłēt̄u, biłēt̄u]

1. In compound numbers *e*, *and*, is placed before the last numeral. Thus: *cento noventa e cinco, 195*.
2. Counting by hundreds is not usually carried above nine hundred in Portuguese; beginning with ten hundred, *mil* is used: *mil novecentos vinte e seis, 1926*.
3. *A hundred, one hundred*, if not followed by another number, except *mil* or *milhão*, is rendered by *cem*: *cem homens; cem milhões*.
4. *Cem* and *mil* are never preceded by *um*: *1100* is *mil e cem*. The one exception to this is when you have a combination of *hundred and thousand*, as in *101,000, cem e um mil*.
5. The punctuation of numbers in Portuguese is thus: the thousands are usually separated by colons, and the comma is used to denote the decimal point: *22,300* is therefore *22:300*; and *9.6* is *9,6*.

251. *Ordinal Numerals*

1st primeiro, -a, -os, -as ¹ [pri-mēru]	11th décimo primeiro or undé-cimo, -a, -os, -as
2d segundo, -a, -os, -as [s̄igündu]	12th décimo segundo or duodé-cimo, -a, -os, -as
3d terceiro, -a, -os, -as [t̄irseīru]	13th décimo terceiro, -a, -os, -as
4th quarto, -a, -os, -as [k̄uartu]	20th vigésimo, -a, -os, -as [vi-gezimu]
5th quinto, -a, -os, -as [k̄intu]	30th trigésimo, -a, -os, -as [tri-gezimu]
6th sexto, -a, -os, -as [seftu]	100th centésimo, -a, -os, -as [s̄en-tezimu]
7th sétimo, -a, -os, -as [setimu]	
8th oitavo, -a, -os, -as [oiltavu]	
9th nono, -a, -os, -as [nonu]	
10th décimo, -a, -os, -as [dēsimu]	

¹ These may be abbreviated to *1º, 1ª, 1st, 1st*, etc.

The Portuguese ordinals above décimo are little used. Their place is usually taken by the cardinals.

Luis catorze
o capítulo cinqüenta

*Louis the fourteenth
the fiftieth chapter*

252. Fractions

$\frac{1}{2}$ { meio, -a [meiu, -a] a metade [mitadi]	$\frac{1}{3}$ { um terço [tersu, -a] a terceira parte
--	--

$\frac{3}{4}$, três quartos; $\frac{1}{5}$, um quinto (*or* a quinta parte); $\frac{1}{10}$, um décimo (*or* a décima parte); etc.

From $\frac{1}{11}$ to $\frac{1}{99}$, the fractional numerals are commonly formed by adding *avo* to the cardinal: $\frac{1}{11}$, um onze avo; $\frac{2}{12}$, dois doze avos; $\frac{3}{17}$, três dezessete avos; $\frac{5}{20}$, cinco vinte avos (*or* cinco vigésimos); $\frac{10}{25}$, dez vinte e nove avos.

$\frac{1}{100}$ is um centésimo *or* a centésima parte.

$\frac{1}{1000}$ is um milésimo *or* a milésima parte.

Half (a half, one half, half a) as a substantive is expressed by a *metade*; as adjective, by *meio, -a*.

A metade dos meus bens.
Trabalhou meio dia.

*One half of my goods.
He worked a half day.*

253. Arithmetical Signs

+ , mais
- , menos

=, igual a

×, vezes *or* multiplicado por
÷, dividido por

$2 + 3 = 5$, dois mais três igual a cinco
 $5 - 3 = 2$, cinco menos três igual a dois
 $3 \times 3 = 9$, três vezes (*or* três multiplicado por) três são nove
 $9 \div 3 = 3$, nove dividido por três são três

254. Portuguese and Brazilian Currency

The present-day Portuguese currency is counted in *escudos*¹ and *centavos*. One gold *escudo* is about equivalent to one U.S. dollar, or four British shillings, but a paper *escudo* may be worth less.

¹ Before the establishment of a republic in 1910, the *mil réis* was the monetary unit of value in Portugal. Note that the plural of *real* is *réis*.

One thousand **escudos** is counted as **um conto**. The sign \$ is used in Portuguese after the numeral indicating the number of **escudos**.

25\$30, vinte e cinco escudos e trinta centavos
1,325\$60, um conto, trezentos vinte e cinco escudos e sessenta centavos

In Brazil, the new monetary unit¹ is the **cruzeiro**, actually worth about five cents in American currency. There are one hundred centavos in a **cruzeiro**. One thousand **cruzeiros** are counted as a **conto**. The sign \$ is used to separate the **cruzeiros** from the **centavos**.

25\$30, vinte e cinco cruzeiros e trinta centavos
20:280\$15, vinte contos, duzentos e oitenta cruzeiros, quinze centavos

255. Study of *dizer*, *fazer*, and *trazer*

Study the inflection of *dizer* (§ 302), *fazer* (§ 303), and *trazer* (§ 307).

EXERCISES

o centavo [séntavu] <i>cent</i>	o ouro [ořru] <i>gold</i>
dividir [dívídir] <i>to divide</i>	a prata [prate] <i>silver</i>
o dólar [dáler] <i>dollar</i>	o sol [sol] <i>sun</i>
a lua [luž] <i>moon</i>	último, -a [ultimu, -a] <i>last</i>
a moeda [mœdə] <i>money, coin</i>	a unidade [unidad] <i>unit; unity</i>
monetário, -a [muničariu, -a] <i>monetary</i>	uns, umas [ús, umas] <i>some; about</i>
	o valor [vəlor] <i>value</i>

ao par *at par*; *fazer sol* *to be sunny, shine* (of the sun); *fazer lua* *to be moonlight, shine* (of the moon); *o sol nasce* *the sun rises*; *o sol põe-se* *the sun sets*; *já não* *no longer*

A. *Study:* 1. O ano divide-se em 4 estações, em 12 meses, em 52 semanas, e em 365 dias. 2. Mas de cada quatro anos há um que tem 366 dias. 3. O mês tem pouco mais de 4 semanas. 4. A semana tem 7 dias, dos quais o primeiro é o domingo e o último é o sábado. 5. O dia divide-se em 24 horas, a hora em 60 minutos e o minuto em 60 segundos. 6. No verão o sol nasce cedo e põe-se tarde. 7. No inverno o sol nasce tarde e põe-se cedo. 8. No verão faz sol durante a maior parte do dia, 9. No inverno as noites são bonitas quando faz lua. 10. No mês de

¹ The old unit of the mil réis, of about the same value as the **cruzeiro**, has been abandoned.

fevereiro a maior parte dos dias são chuvosos. 11. A estação mais linda e agradável do ano é a primavera. 12. Já não há o frio do inverno, e ainda não faz calor como no verão. 13. A unidade monetária de Portugal é o escudo, que vale, ao par, pouco mais de um dólar em moeda dos Estados Unidos. 14. O escudo divide-se em 100 centavos. 15. A moeda de prata de 10 centavos chama-se um « tostão ». 16. O cruzeiro é a unidade monetária do Brasil. 17. O valor atual do cruzeiro é cerca de 5 centavos americanos.

B. *Answer the following questions:* 1. Em quantas estações se divide o ano? 2. Todos os anos têm só 365 dias? 3. Quais são as estações do ano? 4. Em quantos meses se divide o ano? Quais são? 5. Quantas semanas tem o mês? 6. Quais são os dias da semana? 7. Nasce o sol tarde ou cedo no verão? 8. Põe-se o sol tarde o cedo no inverno? 9. Faz muito sol no inverno? 10. Quando são lindas as noites do inverno? 11. Em qual mês são chuvosos a maior parte dos dias? 12. Qual é a unidade monetária de Portugal? 13. Qual é o valor do escudo oiro? 14. Qual é a unidade monetária do Brasil? 15. Qual é o valor atual do cruzeiro?

C. *Express in Portuguese, orally and written:* 1. 21; 34; 48; 65; 83; 57; 99; 74; 18; 52; 86; 100. 2. 103; 168; 349; 205; 510; 982; 538. 3. 1003; 1848; 2875; 5689; 8573; 2,391,435. 4. 200 women; in the year 1492; 2 pens; 100 men; 100,000,000; the year 1942. 5. Book 8; Lesson 30; Charles VI; Louis XIV; page (página) 97; $\frac{1}{2}$; $\frac{3}{4}$; $\frac{1}{20}$; the half. 6. 3 plus 5 are —; 12 minus 6 equals —; 30 divided by 10 equals —; 4 multiplied by 7 equals —. 7. 5000 cruzeiros; 11,482 dollars; 482 cruzeiros and 450 centavos; 963 escudos and 45 centavos; 3 tenths; 4 and 9 hundredths. 8. He was born in 1865 and died in 1913. 9. He gave me half of his money. 10. The first third of the book is easy, but the last two thirds are difficult. 11. This book cost a half dollar. 12. I do not like the rainy days when there is no sunshine. 13. This silver coin is worth twice that one. 14. There were some fifty boys in the room. 15. The cruzeiro is not worth so much as the dollar. 16. The present value of the escudo is some five American cents.

Leitura

(This selection and those in the lessons which follow are taken from newspapers in Portuguese in order to acquaint the student with the journalistic style.)

Cairo, 31 (U.P.) — Urgente — Uma ordem do dia do Quartel General¹ do General Ritchie prediz² que a grande batalha de tanks que está sendo travada³ atualmente no deserto terminará com a derrota⁴ das forças do eixo.⁵ Os despachos oficiais da Cirenaica revelaram⁶ hoje que o famoso chefe⁷ das forças blindadas⁸ alemãs coronel-general Erwin von Rommel, enviou apressadamente⁹ uma coluna¹⁰ de tropas ao longe da¹¹ costa mediterrânea entre Tobruk e Ain El Gazzala, e que as forças britânicas estão convergindo¹² ao cenário¹³ da ação, vindas de todos os pontos. O comunicado¹⁴ diz que a ação principal se trava³ a leste das posições britânicas, que se estendem mais ou menos de Ain El Gazzala a Bir-El-Macheim.

LESSON XLVII

Adverbs

256. Common Adverbs

Aqui, cá, here, hither; aí, there (near the person addressed); ali, lá, there, thither (more remote).

- a) Aqui and ali denote a more specific and limited place than cá and lá.

Venha cá.

Come here.

Fique aqui.

Remain right here.

- b) Muito,¹⁵ much, very, a great deal.

Tem estudado muito.

He has studied much (a great deal).

Ela está muito doente.

She is very ill.

¹ Quartel General, *Headquarters*. ² prediz, from *predizer*, to predict. ³ travada, from *travar*, to join (battle). ⁴ rout. ⁵ Axis. ⁶ revelaram, from *revelar*, to reveal. ⁷ chief. ⁸ armored. ⁹ hurriedly. ¹⁰ column. ¹¹ ao longe da, along. ¹² convergindo, from *convergir*, to converge. ¹³ scene. ¹⁴ communiqué. ¹⁵ Very may be expressed by mui before an adjective or adverb, but muito is used more commonly.

c) *Já, already, now, in due time, indeed; já não, no longer, no more.*

Já acabei.	<i>I have already finished.</i>
Já entendemos.	<i>Now we understand.</i>
Já não tenho dinheiro.	<i>I have no more money.</i>

d) *-mente.* In Portuguese, adverbs may be formed from many descriptive adjectives by adding *-mente* to the feminine singular of the adjective, as *correctamente* (from *correcto*), *correctly*, *fácilmente* (from *fácil*), *easily*, etc.

When several adverbs in *-mente* modify the same word, *-mente* is omitted from all but the last: *Fale o senhor clara e distintamente.* *Speak clearly and distinctly.*

257. Agreement of Subject and Verb

A verb agrees with its subject in number and person.

eu sou	<i>I am</i>
o senhor é	<i>you are</i>
o senhor e João são	<i>you and John are</i>

When subjects are of different persons, the verb is in the first person plural if any of the subjects is of the first person; and it is in the third person plural if the subjects are of the second and third persons:

tu e eu somos	<i>you and I are</i>
ele e eu somos	<i>he and I are</i>
tu e ele são ¹	<i>you and he are</i>

258. Study of valer and ver

Study the inflection of *valer* (§ 310) and *ver* (§ 301).

EXERCISES

abaixo [əbaɪ̯su] <i>below</i>	a condição [kōndis̯s̯u] <i>condition</i>
afamado, -a [əfəmədu, -ə] <i>well-known</i>	a confiança [kōfiəns̯ə] <i>confidence</i>
a agência [əʒē̯s̯t̯s̯] <i>agency</i>	direito, -a [dīreitu, -ə] <i>straight; right; adv. straight ahead</i>
conceder [kōs̯ider] <i>to grant</i>	dispôsto [dīspostu] (<i>but</i> dispostos,

¹ Here *são* is used instead of *sois* because the second person plural of the verb is little used in conversation; the plural of *tu és* is commonly *vocês são*.

disposta, dispostas, <i>all with</i> o)	frequentemente [fríkùéntiménti]
<i>disposed, inclined</i>	<i>frequently</i>
esquerdo, -a [ískerdú, -e] <i>left</i>	juntamente [zùnteménti] <i>along</i>
a esquina [ískine] <i>corner</i>	<i>(with), together</i>
o fabricante [fèbrikànti] <i>manufac-</i>	o pedido [pìdidu] <i>request</i>
<i>turer</i>	a qualidade [kùvlidadi] <i>quality</i>
favorável [fèvuravel] <i>favorable</i>	voltar [voltar] <i>to turn</i>
financeiro, -a [finèseíru, -e]	
<i>financial</i>	

à direita or à esquerda (*mão understood*) *to the right or left*

A. Study:

I

Rua Quinze de Maio, 15
São Paulo
21 de Novembro de 19—

Snsr. W. B. Wilson & C^{ia},
45 Broad Street,
Boston, Mass. E.U.A.

Amigos e Snsr.:

Recebemos freqüentemente pedidos de papel da melhor qualidade, e tendo-nos sido dado o nome da sua casa como fabricantes afamados, estimaremos saber se estariam dispostos a nos concederem a sua agência aqui em São Paulo e na Baía, onde temos outra casa.

O nosso negócio, tanto aqui como na Baía, é dos melhores e de bastante importância, o que nos dá a esperar com tôda a confiança que poderemos fazer negócio avultado.

Com respeito à condição financeira, qualquer das companhias abaixo indicadas terá muito prazer em informá-los a nosso respeito. Se o que desejamos venha a lhes agradar, queiram enviar-nos os seus livros de amostras juntamente com as suas melhores condições e teremos muito gôsto em lhes enviar os nossos pedidos.

Esperando uma resposta favorável, somos com estima,

De V. S^{as}.,
Am^{os}. & At^{tos}., V^{ars}.,
LOPE DE SOUZA & C^{IA}

II

1. Faça favor de me indicar a direcção da Estação do Norte. 2. Com muito prazer. A estação acha-se à esquina das ruas A e B. 3. E como

se vai à estação, a pé ou no bonde? 4. Seria melhor tomar o bonde, porque é bastante longe de aqui para ali. 5. O bonde passa perto de aqui? 6. Sim, senhor; siga esta rua até a Avenida C; afí volte à direita, e em seguida à esquerda à primeira esquina, e o senhor verá a linha do bonde que conduz à estação. 7. João e eu estudamos as nossas lições. 8. Ela já estudou as suas. 9. Espero que o senhor virá cá. 10. Há mais dias chuvosos afí do que aqui? 11. Ela ficará três dias aqui antes de partir para lá. 12. O senhor e élé são amigos, não é assim? 13. Não, minha senhora, já não somos amigos.

B. *Answer the following questions:* 1. O que recebem freqüentemente Lope de Souza e C^{ia}? 2. Porque o nome de W. B. Wilson lhes foi dado? 3. O que estimará saber a companhia que escreve? 4. Onde tem agências? 5. Porque espera fazer negócio avultado? 6. Porque indica os nomes de algumas companhias? 7. O que pede que W. B. Wilson lhe envie?

8. Onde se acha a estação? 9. Seria melhor ir a pé ou tomar o bonde? 10. Porquê? 11. Para tomar o bonde, que há de fazer primeiro? 12. Chegado à Avenida C que fará? 13. Que fará em seguida? 14. Quantas vezes tem que voltar?

C. *Write in Portuguese:* 1. As his request was written correctly, it was received favorably. 2. She and I are going there tomorrow. 3. You and he please come here. 4. She is no longer here; she went there (where you are). 5. I have already read this book, and it doesn't please me. 6. Please tell me the way to a store; I want to buy a hat. 7. With pleasure, sir. Follow the streetcar line to the third street. 8. Turn left there; within five minutes you will arrive at the corner of A and B Streets. 9. Go straight on A Street, as it leads to the store which you will see on the right. 10. Thank you a great deal; I know that I shall find the store easily. 11. These manufacturers produce cloth of the best quality. 12. Because they do not have confidence in him, they are not disposed to grant him the agency. 13. He wanted them to send him their sample books along with some boxes as samples. 14. These brands are well known and should sell well in the market there. 15. His financial condition is the best in the city.

D. Write a letter in reply to the one under A; state that you have examined their financial condition, that you are glad to grant them the agency, that you are sending them the sample books along with some boxes of paper as samples, and that your conditions to all agencies are that all orders must be paid for within 90 days.

Leitura

CASAMENTOS¹

Realizar-se-á² no dia 6 do mês próximo o enlace matrimonial³ da senhorinha Maria Luciana de Abreu, filha do casal⁴ Sr. Luciano de Abreu-D. Maria Pimentel de Abreu, com o Sr. Dr. Paulo Elizio de Andrade, filho da Viúva D. Eliza Sarmento de Andrade. A cerimónia religiosa será às 17,30 horas na Igreja de Santo Ignacio. Os noivos⁵ receberão os cumprimentos⁶ na igreja.

Realizou-se ontem o consórcio⁷ do Sr. Francisco Carvalho Junior, com a senhorinha Helena da Costa Guimarães, filha do Sr. Alfredo Barros Florêncio Guimarães e D. Adelina da Costa Guimarães. O ato civil⁸ que teve como testemunhas⁹ os Srs. Octavio de Souza, realizou-se na residência dos pais da noiva¹⁰ e no religioso que se efetuou¹¹ às 17 horas na Igreja de S. José, foram testemunhas os pais da noiva.

LESSON XLVIII

Prepositions

259. *Por and para. Prepositions before a Dependent Infinitive*

- a) *For* is expressed by *por* and *para*. If *for* means *for the sake of, on account of, or in exchange for*, it is expressed by *por*; if it denotes purpose or destination, it is expressed by *para*.

Eu daria a vida por ela.

I would give my life for her.

Castigou-o por ter dito uma mentira.

He punished him for having told a lie.

¹ marriages. ² realizar-se-á, from realizar-se, to take place. ³ enlace, literally, tying; enlace matrimonial, marriage. ⁴ couple. ⁵ newly-married couple, bride and groom. ⁶ congratulations, felicitations. ⁷ marriage. ⁸ ato civil, civil ceremony. ⁹ witnesses. ¹⁰ bride. ¹¹ se efetuou, from efetuar-se, to be held.

Pagámos duzentos escudos pelo cavalo.	<i>We paid two hundred dollars for the horse.</i>
Envie-o pelo médico.	<i>I sent him for the physician.</i>
Tenho um pacote para o senhor.	<i>I have a package for you.</i>
Àmanhã parto para o Rio.	<i>Tomorrow I leave for Rio.</i>

Por also means *through, by, "per"*:

O ladrão entrou pela janela.	<i>The thief entered through the window.</i>
Agarrou-me pela mão.	<i>He caught me by the hand.</i>
Pagam-me cinco mil cruzeiros por ano.	<i>They pay me five thousand cruzeiros a year.</i>
Ganhamos seis por cento por ano.	<i>We earn six per cent per annum.</i>

- b) When an infinitive is directly dependent on a preceding verb, and has the same subject, it may (1) follow directly; (2) be preceded by the preposition *a*; (3) be preceded by the preposition *de*. Other prepositions are more rarely used.

1. The following are followed directly by the dependent infinitive: most impersonal expressions, as é possível, é preciso, é conveniente; importar, desejar, esperar, parecer, pensar, poder, preferir, querer, saber, ir, vir.

É preciso estudar para aprender. *It is necessary to study in order to learn.*

Desejamos viajar no Brasil. *We desire to travel in Brazil.*

Ele pensa chegar àmanhã. *He intends to arrive tomorrow.*

Sabe o senhor escrever uma carta? *Do you know how to write a letter?*

2. The following take *a* before the dependent infinitive: ajudar, aprender, começar, convidar, continuar, ensinar, tornar (*to . . . again*), vir (*to happen to, succeed in*), voltar (*to . . . again*), and most verbs of motion where purpose is implied.

Ele aprendeu a falar português. *He learned to speak Portuguese.*

Começa a chover. *It is beginning to rain.*

Torna a chover. *It is raining again.*

Corri a fechar a janela. *I ran to close the window.*

3. The following take *de* before the dependent infinitive: acabar, cessar, deixar, esquecer-se (*to forget*), gostar, gozar, lembrar-se (*to remember*), tratar.

Gosto de viajar. *I like to travel.*

Deixou de falar. *He stopped talking.*

Trato de explicar. *I am trying to explain.*

- c) **Por** is used to express *by* in the expressions *to begin by*, *end by* plus an *-ing* form in English.

Acabou por zangar-se.
Ele começa por dizer . . .

He ended by getting angry.
He begins by saying . . .

260. Word Order

- a) When a verb precedes both its subject and a noun object or predicate adjective, the subject is usually placed before the object or predicate adjective if the subject be the shorter; but if it be the longer, it may follow.

Comprou a casa o senhor seu pai?	<i>Did your father buy the house?</i>
Comprou seu pai todas estas casas?	<i>Did your father buy all these houses?</i>
É fácil a lição?	
A lição é fácil?	<i>Is the lesson easy?</i>

- b) In a subordinate clause, the subject often follows the verb if there be no noun object.

Esperaremos até que chegue o trem *We shall wait until the train arrives.*
(o combóio).

261. Study of saber and caber

Study the inflection of **saber** (§ 294) and **caber** (§ 295).

EXERCISES

acusar [əkuzər] <i>to acknowledge</i>	o pagamento [pagmēntu] <i>pay- ment</i>
o cheque [ɔ̄eki] <i>check</i>	precisar (de) [pr̄isizar] <i>to need</i>
a conta [kōnta] <i>bill, account</i>	a recepção [rr̄sesē̄] <i>receipt</i>
o correio [kurreiu] <i>post office; mail</i>	o relatório [rr̄letoriu] <i>statement (of account)</i>
o crédito [kreditu] <i>credit</i>	saldar [saldar] <i>to balance, set- tle</i>
o débito [debitu] <i>debit</i>	o saldo [saldu] <i>balance</i>
esquecer-se (de) [iskeser-si] <i>to forget</i>	utilizar [utilizar] <i>to make use of, utilize; take advantage of</i>
a factura [fature] <i>bill, invoice</i>	
o favor [fevor] <i>favor</i>	
lembrar-se (de) [lēmbrar-si] <i>to remember</i>	
apresenta um saldo a meu favor <i>shows a balance in my favor;</i> cumpre-me (nos) acusar a recepção <i>I am (we are) happy to acknowledge receipt;</i> levo a débito da sua conta, <i>I am debiting your account</i>	

A. Study:

I

25 Third St.
New York
6 de Maio, 19—

Il^{mo}. Snr. João Silveira
Rua da Baía, 36
Rio de Janeiro

Amigo e Snr.:

Queira ter a bondade de me enviar, pelo correio, os livros abaixo indicados. Incluso encontrará o meu cheque de \$25.00, o qual se levará a crédito da minha conta.

Juntamente com os livros, queira enviar-me o relatório da minha conta com a sua estimada companhia. Subscrevo-me com estima,

De V. S^a.,
A^{mo}. e At^{to}. V^{nr}.,
LOUIS JONES

II

Rua da Baía, 36
Rio de Janeiro
20 de Maio, 19—

Il^{mo}. Snr. Louis Jones
Avenida Cinco, Nova-York, E.U.A

Amigo e Snr.:

Cumpre-me acusar a recepção da sua prezada encomenda, e tenho o prazer de informá-lo que envio, por este mesmo correio, os livros pedidos.

Tomo a liberdade de utilizar o seu cheque de \$25.00 para saldar a minha factura para os livros mandados o mês passado; este pagamento inclusivo, a sua conta apresenta um saldo a meu favor de \$12.50, a qual soma levo a débito da sua conta.

Agradecendo-lhe as suas prezadas encomendas, sou com estima,

De V. S^a.,
A^{mo}. e At^{to}. V^{nr}.,
JOÃO SILVEIRA

III

- Paguei 453\$00 por este terno.
- O senhor esqueceu-se de saldar a sua conta.
- O professor ensina-nos a escrever e a falar português.

4. O meu amigo disse que vinha ver-me àmanhã. 5. Mas não me lembrei de informá-lo que não seria em casa. 6. Preciso de ganhar muito dinheiro para poder fazer uma viagem o verão que vem. 7. O professor acabou por dizer-nos que não sabíamos nada. 8. Quanto valem em moeda dos Estados Unidos 2\$50? 9. Tomou a menina pela mão e saiu pela cozinha. 10. Esse homem parece estar triste por ter perdido todo o seu dinheiro. 11. Correu a dizer-me que a guerra se declarou. 12. Esperaré aqui até deixe de chover.

B. *Answer the following questions:* 1. O que pede o senhor Jones ao senhor Silveira? 2. O que se acha incluso na sua carta? 3. O que fará o senhor Silveira com o cheque? 4. O que pede o senhor Jones que se lhe envie juntamente com os livros? 5. O que responde o senhor Silveira para informar o senhor Jones que recebeu a sua carta? 6. O que o informa? 7. Como lhe enviou os livros? 8. Como utilizou o cheque? 9. A favor de quem e o saldo? 10. A que se leva esta soma? 11. Quantos livros deveria poder-se comprar com \$25.00? 12. Quanto paga o senhor por cada um dos livros que utiliza nesta classe?

C. *Write in Portuguese:* 1. He paid more than 500 cruzeiros for ten books. 2. I forgot to give you the books which I have for you. 3. It is important to settle your account with us as soon as possible. 4. We took a ride through the city. 5. He became angry because the train had not arrived (for not having arrived . . .). 6. He wrote to him again, asking him to please send a check for the balance. 7. He invited me to take a walk with him. 8. He intends to spend some days in Rio de Janeiro. 9. We began by writing the exercises on the black-board. 10. I like to walk (*passear*) in the country when it is moonlight. 11. I hope to remember to write you two letters a week. 12. He stopped talking when the train arrived.

D. Write a letter to Mr. A, telling him that you have received his order for ten books, and that you are debiting his account with the sum of —; tell him that his account now shows a balance of — in your favor, and ask him to make a payment as soon as possible.

Leitura

Mantendo¹ as antigas tradições² da māi-pátria, milhares³ de portugueses-americano comemoraram,⁴ no passado mês de junho,

¹ Mantendo, from *manter*, to *maintain*. ² traditions. ³ thousands.

⁴ comemoraram, from *comemorar*, to *celebrate*.

a festa¹ do Espírito Santo.² Observaram-se tôdas as cerimónias sociais e religiosas relativas à data, incluindo distribuição de bôdo³ aos pobres, embora,⁴ como um português-americano da California disse: « O Novo Mundo é tão próspero que não existem pessoas necessitadas⁵ a quem auxiliar,⁶ como nas aldeias⁷ da nossa terra. » A festa do Espírito Santo teve especial realce⁸ na Califórnia, onde muitos americanos de origem portuguesa estão estabelecidos. Os portugueses-americanos reuniram-se⁹ nos seus clubes, e dali seguiram em grupos para a igreja. Depois da missa¹⁰ foi coroada¹¹ a Rainha da Festa.

Esta confraternização¹² de portugueses-americanos com americanos de outras origens é tradicional do povo dos Estados Unidos que sempre respeitou as crenças¹³ e os costumes de todos os grupos raciais e religiosos e que reconhece o facto dos portugueses terem sido dos primeiros exploradores do Novo Mundo. A Califórnia foi descoberta por um português, João Rodrigues Cabrilho, que entrou na baía de San Diego, na costa do Pacífico, em 28 de setembro de 1542. Desde 1884 que na Califórnia se publicam jornais em língua portuguesa e, desde há anos, várias emissoras de rádio¹⁴ transmitem programas em português. Há muitas sociedades portuguesas em cujas reuniões¹⁵ sómente se fala a língua portuguesa.

LESSON XLIX

Augmentatives and Diminutives

262. *Augmentative and Diminutive Suffixes*

There are many augmentative and diminutive suffixes in Portuguese, which occur commonly in colloquial language. The

¹ feast, fête. ² Espírito Santo, *Holy Spirit*. ³ alms. ⁴ although
⁵ needy. ⁶ to help. ⁷ villages. ⁸ distinction. ⁹ reuniram-se, from re-
 unir-se, to meet. ¹⁰ Mass. ¹¹ crowned. ¹² mingling. ¹³ beliefs. ¹⁴ emis-
 soras de rádio, *radio stations*. ¹⁵ meetings.

foreigner should use them with the greatest caution. The suffixes are attached to the stem of a word after it has dropped a final unstressed vowel. A few of the more common suffixes are given below.

263. Augmentative Suffixes

The augmentative suffixes **-ão** (**-ona**), **-arão** (**-arona**) or **-arrão** (**-arraona**), and **-aço** (**-aça**) denote largeness, with or without grotesqueness. Feminine names of things usually become masculine upon adding the suffix **-ão**.

Aquele homemzarrão é montanhês. *That large man is a mountaineer.*

Aquela mulherça é a irmã dèle. *That large woman is his sister.*

João, estenda o esteirão. *John, spread the large rug.*

264. Diminutive Suffixes

The diminutive suffixes **-inho**, **-a** (**-zinho**, **-a**); **-ito**, **-a** (**-zito**, **-a**) denote smallness, and may also express affection or pity.

The suffix **-ote**, **-a** denotes smallness, and may also express indifference or ridicule.

The suffix **-elho**, **-a** denotes smallness and may also express ridicule and scorn.

Como está sua filhinha? *How is your (dear) little daughter?*

Meu irmãozinho chama-se João. *My little brother's name is John.*

Temos uma casita de campo. *We have a cottage in the country.*

O meu criado é um pobre velhote. *My servant is a poor old man.*

Na rua há muitos rapazinhos. *In the street there are many rough (young) boys.*

1. The longer forms, **-zinho**, **-a**, **-zito**, **-a**, are used only with words ending in a nasal, a diphthong, or **-r**:

A minha irmãzinha tem um boizinho de marfim. *My little sister has a little ox of ivory.*

A colherzinha de minha mulher-zinha foi roubada. *The little spoon of my (dear) little wife was stolen.*

2. All the diminutive endings are most commonly used with nouns; but they are also used with adjectives, participles, and adverbs to denote smallness of quality or degree:

Estamos um poucadinho cansados. *We are just a little tired.*

Já estamos pertinho. *Now we are quite near.*

De manhãzinha cedo. *Early in the morning.*

265. Study of *tir* and *pôr*

Study the inflection of *tir* (§ 298) and *pôr* (§ 306).

EXERCISES

o anúncio [ənūnsiu] <i>advertisement</i>	a idade [idadi] <i>age</i>
o caixa [kaif̩v̩]	o ordenado [ordinadu] <i>salary, pay</i>
o caixeiro [keif̩seiru]	publicar [publikar] <i>to publish</i>
a carreira [kerreir̩s] <i>career</i>	a questão (pl. questões) [kist̩sū, kist̩ols] <i>question</i>
comercial [kumersial] <i>commercial</i>	a referência [rrif̩rēnsia] <i>reference</i>
convir [kōvir] <i>to be convenient, be suitable</i>	o respeito [rrispeit̩u]: <i>a meu —, about me, respecting me</i>
o emprêgo [impregu] <i>employment, position; use, employ</i>	todavia [todesvis] <i>yet, however</i>

A. Study:

I

Rua de Campinas, 26
São Paulo
21 de Junho, 19—

Snrs. A. B. & C^{ia},
Nova-York, E.U.A.

Amigos e Snrs.:

Em resposta ao anúncio publicado no jornal de hoje, venho apresentar-me para o emprêgo em questão. Tenho 25 anos de idade, e estou há quase 4 anos no meu emprêgo atual de caixa na casa dos Snrs. Jones & Smith de Wall Street. Comecei a minha carreira comercial na loja de meu pai, e depois trabalhei para várias companhias. Falo bastante bem inglês, espanhol e francês.

O meu ordenado atual é de \$200 por mês, todavia estaria dispôsto a começar a trabalhar na sua casa por \$180 por mês, na expectativa de maior ordenado mais tarde. Deixo o emprêgo dos Snrs. Jones e Smith porque eles resolveram fechar a sua agência nesta cidade. A casa teve a bondade de me permitir dar o seu nome como referência para procurar novo emprêgo e tomar qualquer novo emprêgo quando me convir.

Qualquer das casas abaixo indicadas terá muito prazer em responder a quaisquer perguntas a meu respeito. Esperando que o meu pedido seja favoravelmente recebido, subscrevo-me com a maior estima,

De V. S^{as},
A^{mo}. e At^{to}. V^{nr},
FERNANDO DA COSTA

II

1. Quem é este mocinho? É meu filhinho.
2. Que livrinho interessante!
3. Que menina engraçadinha!
4. Este homemzarrão é o nosso criado.
5. Quem era aquela mulherona com que você falava?
6. Era minha irmãzinha.
7. De quem é aquela casona branca?
8. Tudo isto estava naquele caixão.
9. O pai toma a criancinha pela maõzinha.
10. Estamos pertinho da cidade.
11. A pobre moça estava sósinha.
12. Ela tem os pés pequeninhos.
13. O senhor quer café?
14. Um poucão.
15. O seu filho já está grandote.

B. *Answer the following questions:*

1. Como aprendeu Fernando que os Snrs. A. B. & C^{ta}. procuravam um caixeiro?
2. Quantos anos tem?
3. Há quantos anos que está no seu emprêgo atual?
4. Onde começou a sua carreira comercial?
5. Quantas línguas fala?
6. Que ordenado tem atualmente?
7. Por que ordenado quer começar a trabalhar para os Snrs. A. B.?
8. Porque quer aceitar menos ordenado do que recebia antes?
9. Porque deixa o emprêgo dos Snrs. A. B.?
10. O que lhe permitiu esta casa?
11. Quando pode tomar novo emprêgo?
12. O que espera Fernando?

C. *Write in Portuguese:*

- I. (Use diminutives or augmentatives when smallness, "cuteness," affection, largeness, or grotesqueness is implied.)
1. Johnny must wash his little hands.
2. This cute little girl is my cousin.
3. What a funny little dog!
4. Do you see that poor little woman?
5. She is talking with that great big man.
6. This poor old man is going to die.
7. There is some coffee on that little table.
8. Louis is playing with his little friends.
9. He has a pretty little house.
10. That child has a nice pretty little mother.
11. Will you have some bread? A little bit.
12. We have a short lesson for today.
13. This poor little boy lives all alone.
14. I got up a little early this morning.

II. Write a letter for A. B. & Co. to Fernando da Costa, acknowledging receipt of his letter asking for employment as cashier. Tell him you have written to the firms he gave as references and that their replies were favorable, and that you will give him employment as cashier in your agency at Bahia, at a salary of \$190 a month. Ask him to please reply as soon as possible whether he will accept the position, when he can go to Bahia to begin working, and if he can do correspondence in English.

Leitura

EMPRÉGOS DIVERSOS¹

Em casa de tratamento,² precisa-se de pessoa trabalhadora, limpa e honesta (moça ou encerrador³) que faça a limpeza⁴ geral do apartamento, duas ou três vezes por semana; só interessa pessoas que possam apresentar boas referências e tenham prática⁵ do serviço. Apresentar na rua 1º de março, 542, apt. 108.

CASAS

Aluga-se para uma ou duas pessoas de alto tratamento,² quarto mobiliado⁶ com magnífica pensão.⁷ Informações à Av. da Glória n. 304.

EMPREGADOS DE ESCRITÓRIO

Precisa-se de um hábil⁸ faturista-correspondente⁹ que saiba calcular bem a máquina,¹⁰ e também um auxiliar¹¹ com prática do serviço de amostras de tecidos.¹² Cartas do próprio punho,¹³ com referências e pretenções¹⁴ para Araujo & Cia, Caixa Postal 1.148.

INSTITUTOS DE ENSINO¹⁵

Inglês e Taquigrafia¹⁶ Universal Inglesa. Sistema usado nos Estados Unidos da América. Método muito prático e rápido, ensinado por professora nata,¹⁷ diplomada pela Universidade de Oxford. Ensino individual ou em pequenas turmas.¹⁸ Prof. J. Smith, rua da Lapa, 42, apartamento 12, 1º andar.

¹ Emprégos diversos, *Miscellaneous help.* ² casa de (alto) tratamento, *home of high standard of living.* ³ *watchman* (person hired by people on a street to make rounds at night to see that the doors are locked). ⁴ *cleaning.*

⁵ *experience.* ⁶ *furnished.* ⁷ *board.* ⁸ *capable.* ⁹ *invoice clerk and secretary.* ¹⁰ *machine.* ¹¹ *assistant.* ¹² *textiles.* ¹³ *hand(writing).* ¹⁴ *qualifications.* ¹⁵ *instruction.* ¹⁶ *shorthand.* ¹⁷ *outstanding.* ¹⁸ *group.*

REVIEW LESSON X

A. *Express in Portuguese:* 21; 32; 43; 54; 65; 76; 88; 97; 123; 234; 345; 456; 567; 678; 789; 1240; 2357; 5963; 15,746; 100,154; 1,000,000; the year 1578; 1645; 1799; 1865; 1942; Book VII; Louis XIII; Pedro IV; $\frac{1}{2}$; $\frac{3}{4}$; $\frac{5}{6}$; $\frac{9}{10}$; 12 divided by two equals 6; 4 times 8 is 32; 9 plus 7 is 16; 25 minus 7 is 18.

B. *Write in Portuguese:* 1. Come here and stay here with me. 2. We have already written three letters to him. 3. His letter was not favorably received by the company; it was not correctly written. 4. I would give a lot of money for that fine dog. 5. His salary is \$40 a week. 6. He puts his pencils in a little box. 7. He gave him half of the orange. 8. She and I took a walk through the streets of the city. 9. John went to Rio de Janeiro last winter, and I shall go there this summer. 10. Please write me and tell me if it rains much there. 11. He prefers to stay in the house when it is raining. 12. I happened to meet everybody in the room. 13. He tried to explain to us what it meant. 14. My father sends a check for me every two weeks. 15. What an amusing little boy; how black his little eyes are.

C. 1. Write a letter asking for a position as cashier; tell your age, experience, salary, and why you want the position.

2. Write a letter ordering some books and asking for a statement of your account.

3. Reply to 2, sending an invoice for the books ordered, and stating that the account now shows a balance of \$4.25, which you are crediting to his account.

VERBS

266. Verb System

The Portuguese verb system, being derived from that of Latin, shows flectional endings characteristic of mood, tense, person, and number:

<i>fal-ar, to speak</i>	<i>fal-amos, we speak</i>
<i>fal-ando, speaking</i>	<i>fal-ava, I (he) was speaking,</i>
<i>fal-o, I speak</i>	<i>used to speak</i>

The perfect tenses are formed by adding to the auxiliary verb *ter, to have*, the invariable past participle of the main verb:

tenho falado, I have spoken *terei falado, I shall have spoken*

Less commonly, and in literary use, *haver, to have*, is employed as the auxiliary in perfect tenses.

267. Regular and Irregular Verbs

The Portuguese verb may be divided into two leading classes: (1) the regular verb, (2) the irregular verb.

In the course of their conjugation, not a few regular verbs show changes in their radical (not always reflected in the spelling). These changes are due above all to (1) variation of accent, or to (2) the influence of a following sound (metaphony, umlaut, etc.).

268. Future and Conditional

The future of the indicative and the conditional of all verbs are based upon the infinitive form. This may suffer some modification in the case of irregular verbs:

<i>falar, to speak</i>	{ <i>falar-ei, I shall speak</i> <i>falar-ia, I should speak</i>
<i>dizer, to say</i>	{ <i>dir-ão, they will say</i> <i>dir-iam, they would say</i>

For all verbs, modification will occur in the case of the combination of the future and the conditional with interpolated object pronouns:

aprender, <i>to learn</i>	aprendê-lo-ei, <i>I shall learn it</i>
comprar, <i>to buy</i>	comprá-lo-famos, <i>we should buy it</i>

The endings of the future of the indicative and the conditional are derived from the present and the imperfect, respectively, of the indicative of *haver*, *to have*, and are the same for all verbs.

269. Verb Stems

- a) For regular verbs the stem with the true radical vowel may be found by cutting off the ending -a, -e, of the second singular of the imperative:

fal-a, <i>speak</i>	aprend-e, <i>learn</i>	part-e, <i>leave</i>
---------------------	------------------------	----------------------

- b) In regular verbs this stem is the basis of all forms except those of the future indicative and of the conditional. Many regular verbs keep this stem absolutely unchanged; others (radical-changing) show it subject to changes (not always expressed in writing) due to (1) shift of accent as between the stem and the ending, and to (2) metaphony (umlaut), i.e., the influence of a following vowel sound.
- c) A stem with unchangeable radical vowel (which is always the last vowel of the stem) is possessed by the following:

1. Verbs having i, u, as their radical vowel: *tirar*, *to draw*; *viver*, *to live*; *unir*, *to unite*; *pintar*, *to paint*; *difundir*, *to diffuse*; *aviltar*, *to vilify*; *avultar*, *to augment*; etc.
2. Verbs having a nasal radical vowel: *jantar*, *to dine*; *assentar*, *to seat*; *aprender*, *to learn*; *montar*, *to mount*; *esconder*, *to hide*; etc.
But, third conjugation verbs with nasal e as their radical vowel may be radical-changing: *mentir*, *to lie*; *minto*, *I lie*; *sentir*, *to feel*; *sintamos*, *let us feel*.
3. Verbs having "neutral" (i.e., close) a [ɐ] before a nasal consonant: *chamar*, *to call*; *sanar*, *to cure*; *arranhar*, *to scratch*; etc.
4. Verbs having in their radical the diphthongs au, eu, ui, and the digraph ou: *causar*, *to cause*; *enfeudar*, *to make a fief of*; *cuidar*, *to believe*; *louvar*, *to praise*; etc.

Also, the verbs whose radical ai, ei, oi is followed by a consonant in the stem: *pairar*, *to tack, soar*; *aceitar*, *to accept*; *afoitar*, *to encourage*.

5. Verbs whose radical vowel, a or e, is followed by l plus a consonant: *calçar*, *to put on shoes*; *faltar*, *to fail, be lacking*; *palpar*, *to touch*; *salvar*, *to save*; *esbeltar*, *to make slender*; etc.

270. Stressed and Unstressed a

The various peculiarities of radical-changing verbs of the three regular conjugations will be illustrated later. In the paradigms about to be given there will be noted one of the commonest, viz., the alternation of unstressed close a [ɐ̃] and stressed open a [a]: *falar* [fəlɐ̃r], *to speak*, but *falo* [falu], *I speak*; *partir* [pərtiɾ], *to leave*, but *parto* [partu], *I leave*.

Regular Verbs

271. Regular Conjugations

There are three regular conjugations in Portuguese, characterized by the vowels of their infinitive endings, namely, -ar for the first conjugation, -er for the second, and -ir for the third. As has been said already, the endings are the same for all Portuguese verbs in the fut. indic. and in the conditional. For the second and third conjugations the endings are alike in the past part., the sing. pres. indic. and imperat., the 3rd pl. pres. indic., all of the impf. indic., and all of the pres. subj. The inflected pres. pers. inf. and the fut. subj. have identical forms in all regular verbs. In general, there will be noticed in all three of the conjugations a similarity of many of the personal endings following the distinctive vowels -a-, -e-, -i-:

fal-a-mos, we speak

fal-a-ram, they spoke or had spoken

aprend-e-mos, we learn

aprend-e-ram, they learned or had learned

part-i-mos, we leave

part-i-ram, they left or had left

PARADIGMS

I

II

III

INFINITIVES

PRESENT IMPERSONAL

falar [fəlɐ̃r]
to speak

PRESENT IMPERSONAL

aprender [ɐ̃prẽdẽr]
to learn

PRESENT IMPERSONAL

partir [pərtiɾ]
to leave

PRESENT PERSONAL

fal-ar [fələr] fal-ares [fələrɪs] fal-ar [fələr] fal-armos
 [fələrmus] fal-ardes [fələrdɪs] fal-arem [fələrē] [fələrē]

PRESENT PERSONAL

aprend-er [əprēndər] apred-eres [əprēndərɪs] apred-er [əprēndər]
 apred-ermos [əprēndərmus] apred-erdes [əprēndərdes] apred-erem [əprēndərē]

PRESENT PERSONAL

part-ir [pertir] part-ires [pertirɪs] part-ir [pertir]
 part-irmos [pertirmus] part-irdes [pertirdɪs] part-irem [pertirē]

PARTICIPLES

PRESENT (GERUND)

fal-ando [fələndu] speaking

PRESENT (GERUND)

aprend-endo [əprēndēndu] learning

PRESENT (GERUND)

part-indo [pertindu] leaving

PAST

fal-ado [fəladu] spoken

PAST

aprend-ido [əprēndidu] learned

PAST

part-ido [pertidu] left

INDICATIVE MOOD

PRESENT

*I speak, do speak,
am speaking, etc.*

PRESENT

*I learn, do learn, am
learning, etc.*

PRESENT

*I leave, do leave, am
leaving, etc.*

fal-o [falu]

aprend-o [əprēndu]

part-o [partu]

fal-as [fales]

aprend-es [əprēndɪs]

part-es [partɪs]

fal-a [fala]

aprend-e [əprēndi]

part-e [parti]

fal-amos

aprend-emos

part-imos

[fəleμus]¹

[əprēndemus]

[pertimus]

fal-ais [felaɪs]

aprend-eis [əprēndeɪs]

part-is [partɪs]

fal-am [faləm]

aprend-em [əprēndē]

part-em [partē]

IMPERFECT

*I spoke, was speak-
ing, used to speak,
etc.*

IMPERFECT

*I learned, was learning,
did learn, etc.*

IMPERFECT

*I left, was leaving,
used to leave, etc.*

fal-ava [fəlavə]

aprend-ia [əprēndiə]

part-ia [partiə]

fal-avas [fəlavəs]

aprend-ias [əprēndiəs]

part-ias [partiəs]

¹ Note the difference in quality of the close a [ə] in the ending of the present indicative as compared with the open a [a] of the preterite.

fal-ava [felavə]	aprend-ia [sprēndiə]	part-ia [partiə]
fal-ávamos [felavemus]	aprend-íamos [sprēndiməs]	part-íamos [partiməs]
fal-áveis [felaveis]	aprend-íeis [sprēndieis]	part-íeis [partieis]
fal-avam [felavem]	aprend-íam [sprēndim]	part-íam [partim]

PRETERITE

PRETERITE

PRETERITE

<i>I spoke, did speak, etc.</i>	<i>I learned, did learn, etc.</i>	<i>I left, did leave, etc.</i>
fal-ei [feleɪ]	aprend-i [sprēndi]	part-i [parti]
fal-aste [felastɪ]	aprend-este [sprēndestɪ]	part-iste [pertisti]
fal-ou [felo]	aprend-eu [sprēndeʊ]	part-iu [partiu]
fal-ámos [felamus] ¹	aprend-emos [sprēndeməs]	part-imos [pertimus]
fal-astes [felastɪs]	aprend-estes [sprēndestɪs]	part-istes [pertistis]
fal-aram [felarəm]	aprend-eram [sprēnderəm]	part-iram [pertirəm]

PLUPERFECT (SIMPLE)

I had spoken, etc.

PLUPERFECT (SIMPLE)

I had learned, etc.

PLUPERFECT (SIMPLE)

I had left, etc.

fal-ara [felars]

aprend-era [sprēndərs]

part-ira [pertire]

fal-aras [felares]

aprend-eras [sprēndərəs]

part-iras [pertires]

fal-ara [felars]

aprend-era [sprēndərs]

part-ira [pertire]

fal-áramos

aprend-éramos

part-íramos

[felaremus]

[sprēnderəməs]

[pertiremus]

fal-áreis [felareis]

aprend-éreis [sprēndereis]

part-íreis [pertireis]

fal-aram [felarəm]

aprend-eram [sprēnderəm]

part-iram [pertirəm]

FUTURE

I shall speak, etc.

FUTURE

I shall learn, etc.

FUTURE

I shall leave, etc.

falar-ei [felereɪ]

aprender-ei [sprēndireɪ]

partir-ei [pertireɪ]

falar-ás [feleras]

aprender-ás [sprēndirəs]

partir-ás [pertiras]

falar-á [felera]

aprender-á [sprēndirə]

partir-á [pertira]

falar-emos

aprender-emos

partir-emos

[feleremus]

[sprēndirəməs]

[pertiremus]

falar-eis [felereis]

aprender-eis [sprēndireis]

partir-eis [pertireis]

falar-ão [felerao]

aprender-ão [sprēndirəo]

partir-ão [pertirəo]

¹ See footnote on page 238.

CONDITIONAL

I should speak, etc.
 falar-ia [faleriə] aprender-ia [əprēndi̯riə]
 falar-ias [faleriəs] aprender-ias [əprēndi̯riəs]
 falar-ia [feleriə] aprender-ia [əprēndi̯riə]
 falar-iemos
[feleriemus]
 falar-íeis
[felerieis]
 falar-iam
[feleriəm]

CONDITIONAL

I should learn, etc.
 aprender-ia [əprēndi̯riə] partir-ia [pertirie]
 aprender-ias [əprēndi̯riəs] partir-ias [pertiries]
 aprender-ia [əprēndi̯riə] partir-ia [pertirie]
 aprender-iemos
[əprēndi̯riemus]
 aprender-íeis
[əprēndi̯rieis]
 aprender-iam
[əprēndi̯riəm]

CONDITIONAL

I should leave, etc.
 partir-ia [pertirie] falar-ia [faleriə]
 partir-ias [pertiries] falar-ias [faleriəs]
 partir-ia [pertirie] falar-ia [faleriə]
 partir-iemos
[pertiriemus]
 partir-íeis
[pertirieis]
 partir-iam
[pertiriəm]

IMPERATIVE MOOD

speak

Sing. 2 fal-a [fala]
 Pl. 2 fal-ai [felaɪ]

learn

aprend-e [əprēndi]
 apred-ei [əprēndeɪ]

leave

part-e [parti]
 part-i [parti]

SUBJUNCTIVE MOOD

PRESENT

(that I may) speak,
 (let me) speak, etc.
 fal-e [fal]
 fal-es [falis]
 fal-e [fali]
 fal-emos
[felemus]
 fal-eis [feleis]
 fal-em [falem]

PRESENT

(that I may) learn,
 (let me) learn, etc.
 apred-a [əprēndə]
 apred-as [əprēndəs]
 apred-a [əprēndə]
 apred-amos
[əprēndəmus]
 apred-ais [əprēndāis]
 apred-am [əprēndəm]

PRESENT

(that I may) leave,
 (let me) leave, etc.
 part-a [parte]
 part-as [partas]
 part-a [parte]
 part-amos
[pertemus]
 part-ais [pertais]
 part-am [partəm]

IMPERFECT

(that or if I might)
 speak, etc.
 fal-assee [felas̩i]
 fal-asses [felas̩is]
 fal-assee [felas̩i]
 fal-ássemos
[felas̩imus]
 fal-ásseis
[felas̩eis]
 fal-assem [felas̩em]

IMPERFECT

(that or if I might)
 learn, etc.
 apred-esse [əprēndesi]
 apred-esses [əprēndesiſ]
 apred-esse [əprēndesi]
 apred-éssemos
[əprēndesimus]
 apred-éssesis
[əprēndesesiſ]
 apred-essem [əprēndesesi]

IMPERFECT

(that or if I might)
 leave, etc.
 part-issee [pertisi]
 part-isses [pertisiſ]
 part-isse [pertisi]
 part-issemos
[pertisimus]
 part-isseis
[pertiseis]
 part-issem [pertisem]

FUTURE	FUTURE	FUTURE
<i>I (may or shall) speak, etc.</i>	<i>I (may or shall) learn, etc.</i>	<i>I (may or shall) leave, etc.</i>
fal-ar [fələr]	aprend-er [sprēndər]	part-ir [pərtir]
fal-ares [fələrīs]	aprend-eres [sprēndərīs]	part-ires [pərtirīs]
fal-ar [fələr]	aprend-er [sprēndər]	part-ir [pərtir]
fal-armos [fəlarmus]	aprend-ermos [sprēndermus]	part-irmos [pərtirmus]
fal-ardes [fəlardīs]	aprend-erdes [sprēnderdīs]	part-irdes [pərtirdīs]
fal-arem [fəlarēt]	aprend-erem [sprēnderēt]	part-irem [pərtirēt]

PERFECT INFINITIVES OF *falar*

INFINITIVE IMPERSONAL

to have spoken

ter falado [ter fəladu]

INFINITIVE PERSONAL

ter [ter]	falado [fəladu]	termos [termus]
teres [terīs]		terdes [terdīs]
ter [ter]		terem [terēt]

272. Compound Progressive Tenses

The present participle (gerund) of a principal verb may be combined with the auxiliary *estar* (never *ser*) *to be*, or with *ir*, *to go*, to form a progressive construction:

Estamos falando.

We are speaking.

O rapaz ia crescendo.

The boy was growing.

273. Orthographic Changes

It is a regular tendency of Portuguese verbs to preserve throughout their conjugation the consonantal sound at the end of the stem (as it stands when we cut off the infinitive ending -ar, -er, -ir, or the imperat. sing. ending -a, -e). Hence, before certain vowels of the flectional ending a change in the spelling of the end of the stem is necessitated. This is so not only for regular verbs but for others also.

274. Changes of Stem before -e

Before flectional -e these changes occur:

- a) Verbs in -c-ar change c to qu to keep the k sound ("hard" c sound):

ficar, to remain

PRET. INDIC. }
1st Sing. } fiquei

PRES. SUBJ. fique fiques fique fiquemos fiqueis fiquem

- b) Verbs in -g-ar add to the g an unpronounced u to keep the "hard" g sound:

rogar, to ask

PRET. INDIC. }
1st Sing. } roguei

PRES. SUBJ. rogue rogues rogue roguemos rogueis roguem

- c) Verbs in -ç-ar omit the cedilla from the c:

caçar, to hunt

PRET. INDIC. }
1st Sing. } cacei

PRES. SUBJ. cace caces cace cacemos caceis cacem

N.B. It is to be noted that only seven forms of the verb inflection are concerned in the three cases just mentioned.

275. Changes of Stem before -o, -a

Before flectional -o or -a the following changes occur:

- a) Verbs in -c-er change c to ç:

conhecer, to know

PRES. INDIC., 1st Sing. conheço PRES. SUBJ. conheça conhecas, etc.

- b) Verbs in -g-er and -g-ir (regular or not) change g to j:

eleger, to choose

PRES. INDIC., 1st Sing. elejo PRES. SUBJ. eleja elejas, etc.

dirigir, to direct

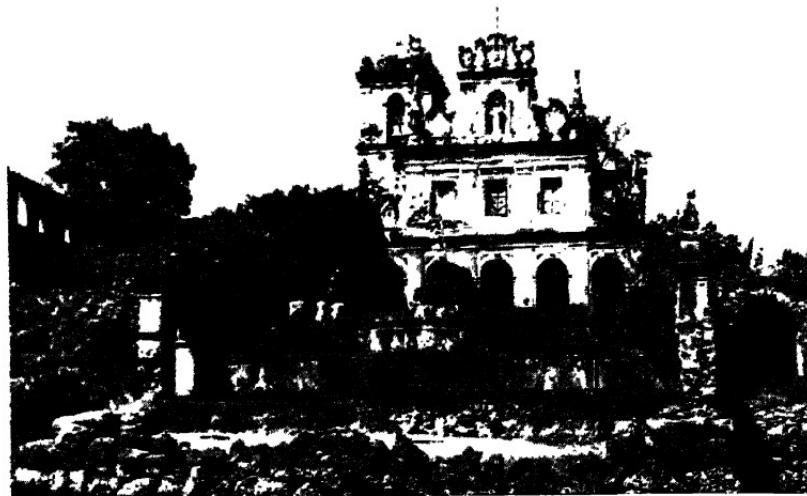
PRES. INDIC., 1st Sing. dirijo PRES. SUBJ. dirija dirijas, etc.

fugir, to flee

PRES. INDIC., 1st Sing. fujo PRES. SUBJ. fuja fujas, etc.



IMAGEM DO CRISTO REDENTOR, PERTO DO RIO



IGREJA DO SÉCULO DEZESSETE, PARAGUASSÚ, BAÍA



TEATRO MUNICIPAL, RIO DE JANEIRO

- Verbs in -qu-ir change qu to c. In -quir the u is silent: in -quo or -qua the u would be pronounced, and it is therefore necessary to change the qu of -quir to the c of -co and -ca:

extorquir, to extort

PRES. INDIC., 1st Sing. extorco PRES. SUBJ. extorca, extorcas, etc.

N.B. The forms having c, especially those stressed on the radical, seem to be little used.

On the other hand, a verb in -qu-ir with a pronounced u (= w), which in the reformed spelling takes a grave accent (as a mark of diaeresis) before e or i, needs no diacritic where the ending is -o or -a:

delinqüir, to be delinquent

PRES. INDIC. delinquo, delinqües, delinqüe, delinqüimos, delinqüis, delinqüem

PRES. SUBJ. delinqua delinquas, etc.

-) Verbs in -gu-er and -gu-ir (regular or not) omit their unpronounced u, which is not needed to indicate a "hard" g before o or a:

erguer, to erect

PRES. INDIC. ergo (*but* ergues, ergue, etc.)

PRES. SUBJ. erga, ergas, etc.

seguir, to follow

PRES. INDIC. sigo (*but* segues, segue, seguimos, seguis, seguem)

PRES. SUBJ. siga, sigas, siga, sigamos, sigais, sigam

But if the u after the g is pronounced, it is marked with the grave accent when unstressed, and with an acute accent when stressed:

arguir, to argue

PRES. PART. argùendo PAST PART. argùido

PRES. INDIC. argúo, argúis (*older* argúes), argúi (*older* argúe), argúimos, argúis, argúem

IMPF. INDIC. argúlia, etc.

PRET. INDIC. argùi, etc.

- e) Verbs whose stem ends in z preceded by a vowel lose the e of the pres. indic. 3d sing., and optionally of the imperat. sing.:

PRES. INDIC., 3d Sing. *luz* *luzir, to shine*
 IMPERAT., *Sing.* *luz or luze*

To this class belong *conduzir, to conduct*, and the various derivatives in -duzir (from Latin *ducere*) such as *reduzir, etc.*

If a consonant precedes the *z*, the *e* is not dropped:

franzir, to ruffle
 PRES. INDIC., 3d Sing. *franze*

276. Written Accent in Certain Verbs of First Conjugation

Verbs of the first conjugation, whose stem has *i* or *u* preceded by a vowel with which it does not form a diphthong, take an acute accent on the *i* or *u* in the forms stressing the radical. They may take a grave accent on the unstressed *i* or *u*:

enraizar, to take root *saùdar, to salute*

PRES. INDIC.	<i>enraízo</i>	<i>saúdo</i>
	<i>enraízas</i>	<i>saúdas</i>
	<i>enraíza</i>	<i>saúda</i>
	<i>enraízamos</i>	<i>saùdamos</i>
	<i>enraízais</i>	<i>saùdais</i>
	<i>enraízam</i>	<i>saúdam</i>
IMPERAT.	<i>enraíza</i>	<i>saúda</i>
	<i>enraízai</i>	<i>saùdai</i>
PRES. SUBJ.	<i>enraíze</i>	<i>saúde</i>
	<i>enraízes</i>	<i>saúdes</i>
	<i>enraíze</i>	<i>saúde</i>
	<i>enraizemos</i>	<i>saùdemos</i>
	<i>enraizeis</i>	<i>saùdeis</i>
	<i>enraízem</i>	<i>saúdem</i>

But, if the *i* or *u* is followed by *nh*, the written accent may be omitted:
 e.g., *embainhar, to sheath; embainho, embainhas, embainha, embainham, embainhe, etc.*

277. Written Accent in Certain Verbs of Third Conjugation

Verbs of the third conjugation whose stem ends in -a add *i* to it before endings beginning with -o or -a. In the 2d and 3d pers. sing. pres. indic. and in the imperat. sing. the usual *e* of the ending becomes *i* [i], as it is now the second and unaccented element of a diphthong. Certain finite forms of these verbs have a stressed *i*:

this will regularly have an acute accent. *Cair* (older *cahir*), *to fall*, and *atrair* (older *attrahir*), *to attract*, are examples of this class. We give *cair*:

PRES. INDIC.	caio cais (<i>for caes</i>) cai (<i>for cae</i>) caímos caís caem	PLUPERF. INDIC. (SIMPLE) IMPERAT.	caíra caíras, etc. cai caí PRES. SUBJ.
IMPF. INDIC.	caía caías, etc.		caia caias caia caíamos caiaíais caiam
PRET. INDIC.	caí caíste caífu caímos caístes caíram	IMPF. SUBJ.	caísse, etc.
		FUT. SUBJ. PRES. INF., PERSONAL	} cair caíres, etc.

Certain verbs of the second conjugation whose stem ends in -e also add i before -o and -a of the ending. *Crer*, *to believe* and *ler*, *to read*, are of this class (*creio*, *I believe*; *leiam*, *let them read*); but, in view of the peculiarities, they are better treated as irregular verbs. See §§ 299, 300.

278. Stems Ending in -o

Verbs of the second conjugation whose stem ends in -o change to i [i] the -e of the endings of the pres. indic., 2d and 3d sing.; the result is an open diphthong written ói:

soer, *to be wont*

PRES. INDIC., 2d Sing. sóis (*for soes*)
3d Sing. sói (*for soe*)

In the impf. and the pret. indic., such verbs take a written accent on the i, to show that it does not form a diphthong with the o: *soía*, *soías*, etc.; *sol*.

279. Verbs with Stem Ending in -u

Verbs of the third conjugation whose stem ends in -u change to i [i] the -e of the endings of the pres. indic., 2d and 3d sing., and of the imperat. sing. Whenever in such verbs an i, after the u,

is stressed, it takes the acute accent, except in the inf. and the pres. part.

fruir, to enjoy

PRES. PART.	fruindo	PAST PART.	fruído
PRES. INDIC.	fruo	FUT. INDIC.	fruirei, etc.
	fruis (<i>for</i> frues)	COND. INDIC.	fruiria, etc.
	frui (<i>for</i> frue)	IMPERAT.	frui
	fruimos	PRES. SUBJ.	frua, etc.
	fruis	IMPF. SUBJ.	fruisse, etc.
	fruem	FUT. SUBJ.	fruir fruís, etc.
IMPF. INDIC.	frúa, etc.	PRES. INF., PERSONAL	
PRET. INDIC.	fruí, etc.		
PLUPERF. INDIC.	fruíra, etc.		

280. Radical-changing Verbs

The phenomenon of radical changing, that is, a modification of the vowel sounds of the verb stem, is very important in Portuguese. Unfortunately, the situation is not one permitting a simple and concise statement. Often the variation in the vowel sound in question is not indicated in the written language; the matter is one of an alternation of the quality, open and close, of one and the same vowel, which is not indicated in writing. Thus, in the case of two of our model regular verbs, *falar* and *partir*, there is for their radical vowel *a* a constant shift as between its stressed *sound*, the more or less open [a], and its unstressed *sound*, the somewhat close [ɐ]; but the one character *a* does duty for both sounds. Similarly the stem vowels *e* and *o* have three sounds in the pres. indic. of verbs of the second conjugation, such as *dever*: *deo* [devu], *deves* [deviſ], *deve* [devi], *devemos* [dívemus], etc.; and *comer*: *cômo* [komu], *comes* [kõm̩iſ], *come* [kõm̩i], *comemos* [kumemus], etc.

Again, the variation is more than one in the quality of a single vowel and there is a marked difference in the spelling of the radical which exhibits the change in question. This is particularly the case when metaphony (umlaut) is in play, that is, when the nature of the radical is altered by the vowel of the flectional end-

ing. Thus ferir [firir], *to wound*, has its radical vowel only slightly pronounced in the unstressed position before a flectional ending beginning with -i. The symbol remains e when the radical is stressed and followed by the flectional endings -es, -e, -em, but it has the open quality [ɛ], as in feres [feris], *thou dost wound*; ferem [ferēi], *they wound*. But both the symbol and the sound change to i [i], when the radical (stressed or unstressed) is followed by flectional endings beginning with -o, -a, as in firo [firu], *I wound*; firamos [firamus], *let us wound*.¹

What has been said brings out the fact that shift of accent, as between the radical and the flectional ending, and the influence of the vowel sound of the flectional ending are the forces responsible for radical-changing conditions.

281. Radical-changing Verbs of the First Conjugation

The radical vowels most in point here are those written a, e, o; to them may be added the diphthongs written ai and oi. The following table shows the usual correspondence of unstressed (atonic) and stressed (tonic) values. It will be seen that, in general, the unstressed radical has a closed or "muted" quality, while the stressed has an open quality.²

UNSTRESSED (ATONIC)	STRESSED (TONIC)
a [ə] falar [falar], <i>to speak</i>	open a [a] fala [fala], <i>he speaks</i>
e [ɛ] levar [lavar], <i>to carry</i>	open e [ɛ] leva [leva], <i>he carries</i>
o [u] cortar [kurtar], <i>to cut</i>	open o [ɔ] corta [korts], <i>he cuts</i>
ai [ɛɪ] ensaiar [isaiar], <i>to try</i>	open ai [aɪ] ensaia [isaɪa], <i>he tries</i>
oi [oɪ] boiar [boiar], <i>to float</i>	open oi [oɪ] boia [boɪa], <i>he floats</i>

But there are certain exceptions to this scheme of corresponding values.

¹ Note that verbs of the third conjugation with the stem vowel o, however, have only two forms of the vowel in the pres. indic.: durmo [durmu], dormes [dormis], dorme [dormi], dormimos [durrimus], etc.

² It is to be noted in the case of verbs related to substantives that the stressed radical of the verb will have open e [ɛ] or o [ɔ] even though the verb be derived from a noun or adjective with close e [e] or o [o]: e.g., escôva [iskovə] is the noun *brush*, but escova [iskovə] is the verb *he brushes*; seco [seku], seca [seks] is the adjective *dry*, but seca [seks] is the verb *he dries*.

- a) Before the palatalized sound **nh** [ɲ] we find the stressed radical **a**¹ and **o** always sounded as closed a [ɐ̃] and o [ɔ̃]:

UNSTRESSED (ATONIC)	STRESSED (TONIC)
a [ɐ̃] apanhar [ɐ̃pɐ̃nɐ̃], <i>to grasp</i>	close a [ɐ̃] apanha [ɐ̃pɐ̃nɐ̃], <i>he grasps</i>
o [ũ] envergonhar [ĩvɐ̃rgũnɐ̃], <i>to shame</i>	close o [õ] envergonha [ĩvɐ̃rgõnɐ̃], <i>he shames</i>

For radical e followed by **nh** the situation is this: the unstressed value is that of [ĩ] i.e., of the i in English *debit*, while the stressed value is that of close e [ẽ]:

ordenhar [ordĩnɐ̃r], <i>to milk</i>	ordenha [ordɛ̃nɐ̃], <i>he milks</i>
--------------------------------------	-------------------------------------

- b) Before intervocalic m and n, stressed a, e, and o generally have the closed values [ɐ̃, ẽ, õ]²:

UNSTRESSED (ATONIC)	STRESSED (TONIC)
a [ɐ̃] amar [ɐ̃mɐ̃r], <i>to love</i>	close a [ɐ̃] ama [ɐ̃mɐ̃], <i>he loves</i>
sanar [sɐ̃nɐ̃r], <i>to heal</i>	sana [sɐ̃nɐ̃], <i>he heals</i>
e [ĩ] remar [rĩmɐ̃r], <i>to row</i>	close e [ẽ] rema [rĩmɛ̃r], <i>he rows</i>
penar [pĩnɐ̃r], <i>to pain</i>	peña [pĩnɛ̃r], <i>he pains</i>
o [ũ] engomar [iŋgũmɐ̃r], <i>to starch</i>	close o [õ] engoma [iŋgõmɐ̃r], <i>he starches</i>
abonar [əbunɐ̃r], <i>to guarantee</i>	abona [əbɔ̃nɐ̃], <i>he guarantees</i>
tee	

But the stressed o of domar, *to tame*, somar, *to add up*, and tomar, *to take*, is open [ɔ̃].

- c) Coming immediately before a flectional vowel, the stressed radical o is close:

UNSTRESSED (ATONIC)	STRESSED (TONIC)
coar [kũar], <i>to filter</i>	coa [kɔ̃a], <i>he filters</i> ; coe [kõi], <i>let him filter, etc.</i>

- d) Before the palatalized sounds written ch [ʃ], j [ʒ], lh [f̪], and nh [ɲ], the radical e is [ĩ] when unstressed and [ẽ] (not [ɛ̃]) when stressed:

¹ The verb ganhar, *to gain*, has open a [a] throughout. ² Before m plus consonant and n plus consonant, a, e, o are regularly nasalized to close ɐ̃, ẽ, and ɔ̃ and the verbs in which they occur are not radical-changing if of the first or second conjugation; cf. § 80.

UNSTRESSED (ATONIC)

fechar [fʃar], *to close*
 bosquejar [buskiʒar], *to sketch*
 aconselhar [əkōsɪlhar], *to advise*
 ordenhar [ordiñar], *to milk*

EXCEPTION: But where a related noun (from which the verb may be derived) has open e [ɛ], the stressed radical of the verb will have open e [ɛ]:

grelhar [grɛlhar], *to grill*

invejar or envejar [ivɛʒar], *to envy*

STRESSED (TONIC)

fecha [feʃa], *he closes*
 bosqueja [buskeʒa], *he sketches*
 aconselha [əkōseʃa], *he advises*
 ordenha [ordenha], *he milks*

grelha, *imper.* [grɛlha], *grill!* (cf. the noun *grelha* [grɛlha], *grill*, with open e)

inveja or enveja [iveʒa], *he envies* (cf. the noun *inveja* or *enveja* [iveʒa], *envy*, with open e)

282. Verbs in -ear, -iar, -uar

Certain peculiarities are displayed by these verbs whose stem ends in the vowel -e, -i, or -u. Verbs in -ear [-iar] have -ei [eɪ] instead of e in the radical-stressed forms; a number of verbs in -iar [-iar] have -ei [eɪ], while others have i [i] in the radical-stressed forms; verbs in -uar [-uar] stress the u (which thereby acquires full vocalic force and is not the semivowel that it is when unstressed), when the radical has the stress.

- a) Verbs in -ear. Some of these are related to nouns having stressed ei [eɪ]: e.g., ceia, *supper*; cear, *to take supper*; ceia, *he takes supper*; receio, *fear*; recear, *to fear*; receia, *he fears*. Others are derived from nouns by the addition of a suffix -ear, -eio, etc.: e.g., prata, *silver*; pratear, *to silver, plate*; passo, *step*; passear, *to take about, walk about*. Only nine forms of the verb show the change in question, as they alone bear the stress on the radical; they are the three singular forms and the 3d pl. of the pres. indic. and the pres. subj., and the imperat. sing.

cear [sia̯r], *to take supper*

PRES. INDIC. ceio [seiu]

ceias [seis̩s]

ceia [seia̯]

ceamos [sia̯emus]

ceais [sia̯is̩]

ceiam [seia̯u̩]

PRES. SUBJ. ceie [seil̩]

ceies [seis̩s̩]

ceie [seii̩]

ceemos [sia̯emus̩]

ceois [sia̯is̩s̩]

ceiem [seie̯i̩]

IMPERAT., Sing. ceia [seia̯]

N.B. *Crear*, *to create* (as distinguished from *criar*, *to breed, bring up*, etc.) was once regarded as an exception, taking i [i] in its radical-stressed forms: *crio*, *crias*, *cria*, *criam*, etc. But the spelling *criar* is now preferred in even the sense *to create*, and for all meanings the verb shows i (unstressed [i], stressed [i]) throughout. *Procrear* (also *procriar*), *to procreate*, may have either *procreio*, etc., or *procrio*, etc. *Recrear*, *to divert, amuse*, has *recreio*, etc. (cf. the noun *recreio*, *recreation*); *recriar*, *to re-create*, has *recrio*, etc.

- b) Verbs in -iar. As stated above, some of these verbs show -ei in the radical-stressed forms. Notable among them are *ansiar*, *to yearn*; *obsequiar*, *to favor*; *odiar*, *to hate*; *premiar*, *to reward*; *remediar*, *to remedy*; and some verbs in -ciar, e.g., *comerciar*, *to trade*; *negociar*, *to carry on business*; *presenciar*, *to witness* (but see below):

odiar [udiār], *to hate*

PRES. INDIC.	<i>odeio</i>	PRES. SUBJ.	<i>odeie</i>
	<i>odeias</i>		<i>odeies</i>
	<i>odeia</i>		<i>odeie</i>
	<i>odiamos</i>		<i>odiemos</i>
	<i>odiais</i>		<i>odieis</i>
	<i>odeiam</i>		<i>odeiem</i>

IMPERAT., Sing. *odeia*

But most verbs in -iar have stressed i [i] in the radical-stressed forms, and are invariable throughout. These may correspond to nouns with stressed i, e.g., *fiar*, *to spin*; *fio* (n.), *thread*, or to other nouns, e.g., *copiar*, *to copy*; *cópia* (n.), *copy*; *alumiar*, *to light*; *lume* (n.), *light*.

PRES. INDIC.	<i>fio</i> [fiu]	<i>copio</i> [kupiu]
	<i>fias</i> [fies]	<i>copias</i> [kupiəs]
	<i>fia</i> [fiə]	<i>copia</i> [kupiə]
	<i>fiamos</i> [fiemus]	<i>copiamos</i> [kupiəmus]
	<i>fiais</i> [fiəs]	<i>copiais</i> [kupiəs]
	<i>fiam</i> [fiə̯]	<i>copiam</i> [kupiə̯]
PRES. SUBJ.	<i>fie</i> [fi]	<i>copie</i> [kupi̯]
	<i>fies</i> [fis]	<i>copies</i> [kupi̯s]
	<i>fie</i> [fi]	<i>copie</i> [kupi̯]
	<i>fiemos</i> [fiemus]	<i>copiemos</i> [kupi̯mus]
	<i>fieis</i> [fiə̯s]	<i>copieis</i> [kupi̯s]
	<i>fiem</i> [fiə̯̯]	<i>copiem</i> [kupi̯̯]
IMPERAT., Sing.	<i>fia</i> [fiə̯]	<i>copia</i> [kupi̯]

Certain verbs in -ciar may use either stressed -ei or stressed -i: thus, licenciar, *to dismiss*, presenciar, *to witness*, sentenciar, *to sentence*, show besides the more common licenceio, presenceio, sentenceio, etc., the forms licencio, presencio, sentencio, etc.

- c) Verbs in -uar. These verbs stress the u in the radical-stressed forms, even though they be related to nouns that do not stress the u: e.g., aguar [agüar], *to water*; agua [agüa], *water (n.)*. From the Portuguese point of view agua is stressed on the third last syllable.

PRES. INDIC.	aguuo [aguu] ¹	PRES. SUBJ.	agüe [agüi]
	aguas [agues]		agües [agüis]
	agua [agüa]		agüé [agü]
	aguamos [agüemus]		agüemos [agüemus]
	aguais [agüais]		agüeis [agüeis]
	aguam [agüam]		agüiem [agüel]
IMPERAT., Sing. agua [agüa]			
PRET. INDIC., 1st Sing. agüei [agüei]			

283. Verbs Derived from Nouns

In general, verbs derived from nouns stressed on the third last syllable have their radical-stressed forms stressed on the second last syllable. Thus from fábrica, *factory, manufacture*, comes the verb fabricar, *to manufacture*, which stresses the i in the radical-stressed forms: fabrico [febriku], fabricas [febrikes], etc. It is interesting to note, however, that from such verbs other nouns may be derived with the same stress as that of the radical-stressed forms of the verb: e.g., from fabricar, fabrico, etc., comes fabrico [febriku], *the act of manufacturing*.

284. Vowels of the Verb Stem

While in the great majority of verbs there are the normal alternations: a, unstressed [ə], stressed [a]; e, unstressed [ɪ], stressed [e] or [ɛ]; o, unstressed [ʊ], stressed [ɔ] or [o], to be sure of the conjugation of a given verb one should know fully its unstressed radical and its stressed radical. For example, esquecer, *to forget*, might be supposed to have unstressed e [ɪ]

¹ Note that in this verb the a of the stem is always open [a] whether stressed or not. So, also, in the derivative desaguar.

	ferir [fɪrɪr], <i>to wound</i>	dormir [durmir], <i>to sleep</i>
PRES. INDIC.	firo [fɪru] . . . feres [fɛrɪs] . . . fere [fɛrɪ] . . . ferimos [fɪrimus] . . . feris [fɪris] . . . ferem [fɛrɛm] . . .	durmo [durmu] . . . dormes [dɔrmɪs] . . . dorme [dɔrmɪ] . . . dormimos [durmimus] . . . dormis [durmis] . . . dormem [dɔrmɛm] . . .
PRES. SUBJ.	fira [fɪrə] . . . firas [fɪrəs] . . . fira [fɪrə] . . . firamos [fɪrəmus] . . . firaís [fɪraís] . . . firam [fɪrəm] . . .	durma [durme] . . . durmas [durmes] . . . durma [durme] . . . durmamos [durməmus] . . . durmaís [durmaís] . . . durmam [durməm] . . .
IMPERAT.	fere [fɛrɪ] . . . feri [fɪri] . . .	dorme [dɔrmɪ] . . . dormi [durmi] . . .

Like ferir are conjugated:

advertir, <i>to warn</i>	preferir, <i>to prefer</i>
aferir, <i>to compare</i>	proferir, <i>to utter</i>
compelir, <i>to compel</i>	prosseguir (or proseguir), <i>to pursue, prosecute</i>
competir, <i>to compete</i>	referir, <i>to refer, report</i>
conferir, <i>to confer</i>	reflectir, <i>to reflect</i>
conseguir, <i>to obtain</i>	repelir, <i>to repel</i>
deferir, <i>to defer, confer</i>	repetir, <i>to repeat</i>
despir, <i>to strip</i>	revestir, <i>to clothe</i>
deservir, <i>to harm</i>	seguir, <i>to follow</i>
digerir, <i>to digest</i>	servir, <i>to serve</i>
divertir, <i>to divert</i>	vestir, <i>to dress</i>
enxerir, <i>to insert</i>	
inserir, <i>to insert</i>	

N.B. Of course, seguir, conseguir and prosseguir omit their u after the g before a flexional ending beginning with o or a: *sigo, siga, sigam*, etc.; cf. § 275, d.

Like dormir are conjugated cobrir (or cubrir), *to cover*; engulir, *to swallow*; tossir, *to cough*; and derivatives of these verbs, such as descobrir, *to discover, uncover*; recobrir, *to re-cover*, etc.

2. Verbs of the class represented by sentir have graphically the same peculiarities as ferir, but their radical e, being nasalized, is always

close whether it appears in the stressed or the unstressed position. Radical i nasalized [i] appears before flectional o and a:

sentir [séntiɾ], *to feel*

PRES. INDIC.	sinto [síntu]	PRES. SUBJ.	sinta [sínta]
	sentes [séntis]		sintas [síntas]
	sente [sénti]		sinta [sínta]
	sentimos [séntimus]		sintamos [síntamus]
	sentis [séntis]		sintais [síntais]
	sentem [séntē]		sintam [síntəm]
IMPERAT.	sente [sénti]		
	senti [sénti]		

Like sentir are conjugated mentir, *to lie*, and the derivatives of both verbs, such as desmentir, *to belie*; assentir, *to assent*; consentir, *to consent*; dissentir, *to dissent*; pressentir, *to have a presentiment of*; ressentir, *to feel again, resent*.

3. Verbs of the class of agredir have i [i] instead of e in the radical-stressed forms and everywhere before a of the flectional ending; consequently the i is written in the three persons sing. and the 3d pl. pres. indic., throughout the pres. subj., and in the imperat. sing.

agredir [əgr̥idɪɾ], *to attack*

PRES. INDIC.	agrido [əgr̥idu]	PRES. SUBJ.	agrida [əgr̥ids]
	agrides [əgr̥idis]		agridas [əgr̥ides]
	agride [əgr̥idi]		agrida [əgr̥ide]
	agredimos [əgr̥idimus]		agridamos [əgr̥idəmʊs]
	agredis [əgr̥idis]		agridais [əgr̥idais]
	agridem [əgr̥idē]		agridam [əgr̥idəm]
IMPERAT.	agride [əgr̥idi]		
	agredi [əgr̥idi]		

Like agredir are conjugated:

denegrir (<i>cf. also</i> denigrir), <i>to blacken</i>	remir, <i>to redeem</i>
prevenir, <i>to anticipate, prevent</i>	transgredir, <i>to transgress</i>
progredir, <i>to progress</i>	

4. Frigir (also frijir), *to fry*, seems to be unique. Its past participle is irregular, frito, *fried*, or regular, frígido. Its radical has i [i] everywhere except when stressed and followed by a flectional ending beginning with e. In this latter case, i.e., in the pres. indic. 2d and 3d pers. sing. and 3d pl., and in the imperat. sing., the radical has open e [ɛ].

PRES. INDIC.	frijo [friʒu] freges [freʒiſ]	PRES. SUBJ.	frija [friʒɐ], etc.
	frege [freʒi]	IMPERAT.	frege [freʒi]
	frigimos [friʒimʊs]		frigi [friʒi]
	frigis [friʒiſ]		
	fregem [freʒe̯m]		

N.B. Of course *j*, not *g*, is written wherever the flectional ending begins with *o* or *a*.

5. Verbs of the class of *sumir* have *u* everywhere (stressed and unstressed) except when the radical is stressed and followed by a flectional ending beginning with *e*. In this latter case the radical has open *o* [ɔ]. This open *o* [ɔ] can occur only in the pres. indic., 2d and 3d pers. sing. and 3d pers. pl., and in the imperat. sing.

sumir [sumir], to sink

PRES. INDIC.	sumo [sumu]	PRES. SUBJ.	suma [sumɐ], etc.
	somes [səmɪſ]		
	some [səmɪ]	IMPERAT.	some [səmɪ]
	sumimos [sumimʊs]		sumi [sumi]
	sumis [sumiſ]		
	somem [səmē]		

Like *sumir* are conjugated:

acudir, <i>to hasten, have recourse</i>	destruir, <i>to destroy</i>
bulir, <i>to stir</i>	fugir, <i>to flee</i>
construir, <i>to construct</i>	refugir, <i>to flee again, recede</i>
consumir, <i>to consume</i>	sacudir, <i>to shake</i>
cuspir, <i>to spit</i>	subir, <i>to mount</i>

N.B. *Construir* and *destruir* are also found with their *u* preserved throughout — especially *construir* (*construis*, *construi*, etc.). *Fugir* and *refugir* have *j*, not *g*, before flectional endings beginning with *o* and *a*: *fujo*, *fuja*, etc. In the reformed spelling, verbs whose stems end in a vowel write the endings of the pres. indic., 2d and 3d pers. sing., and the imperat. sing. as -is (not -es), -i (not -e): *construis* (or *constrois*), not *construies* (or *constroes*); *construi* (or *constroi*), not *construe* (or *constroe*).

287. Defective Verbs of the Third Conjugation

A number of verbs of the third conjugation are defective in that they have only the forms stressing the flectional ending, i.e., the

forms in which the stem is always followed by -i. Therefore, they cannot be radical-changing. Among the commoner of them are: *abolir*, *to abolish*; *demolir*, *to demolish*; *empedernir*, *to harden*; *extorquir*, *to extort*; *falir*, *to fail*; *florir*, *to flourish*; *munir*, *to furnish*; *renhir*, *to quarrel*; *retorquir*, *to retort*; *submergir*, *to submerge*.

Irregular Verbs

288. Dar, estar

Two irregular verbs, *dar*, *to give*, and *estar*, *to be*, belong in part to the first conjugation. But in their pret. indic. and the tenses which may be regarded as derived from it (pluperf. indic., impf. and fut. subj.), they belong rather to the second conjugation.

289. dar, to give

PRESENT PARTICIPLE (Gerund)		d-ando		PAST PARTICIPLE d-ado	
PRES. INDIC.		d-ou	d-ás	d-á	d-amos
PRES. SUBJ.		d-ê	d-és	d-ê	d-emos
IMPERAT.	d-á				d-eis
				d-ai	d-ão
FUT. INDIC.	dar-ei	dar-ás	dar-á	dar-emos[e]	dar-eis
COND.	dar-ia	dar-ias	dar-ia	dar-iámos	dar-feis
IMPF. INDIC.	d-ava	d-avas	d-ava	d-ávamos	d-áveis
PRET. INDIC.	d-ei	d-este[ε]	d-eu[e]	d-emos[ε]	d-estes[ε]
PLUPERF. INDIC.	d-era[ε]	d-eras[ε]	d-era[ε]	d-éramos	d-éreis
IMPF. SUBJ.	d-esse[ε]	d-esses[ε]	d-esse[ε]	d-éssemos	d-ésseis
FUT. SUBJ.	d-er[ε]	d-eres[ε]	d-er[ε]	d-ermos[ε]	d-erdes[ε]
PERS. INF.	d-ar	d-ares	d-ar	d-armos	d-ardes
					d-arem

The accents actually written on the verb forms, when they do not simply indicate a stressed antepenult, serve to distinguish the verb forms from other words spelled like them. The symbol in brackets after a verb form which does not have a written accent marks the quality of the stressed vowel of that form.¹ Observe that *demos* of the pres. subj. has a close e, while *demos* of the pret. indic. has an open e. Contrary to the general rule for preterites of the second conjugation, the 2d sing., pret. indic., of *dar* has an open e. This open e reappears in the plural of the preterite and in the forms derived from the preterite, viz., the pluperf. indic., the impf. subj., and the fut. subj. The ending -ou of the 1st sing., pres. indic., reappears in the same form of the verbs *estar*, *ir*, and *ser*: *estou*, *vou*, *sou*. Note that in the 3d pl., pres. subj., the stem is *dê-*, while in all the other forms of the present tenses it is only *d-*. All verbs, regular and irregular, show a d in the ending of the 2d pl., fut. subj. and pers. inf.

290.

estar, *to be*

PRES. PART.	}	est-ando	PAST PART. est-ado		
(Gerund)					

PRES. INDIC.

est-ou	est-ás	est-á	est-amos	est-ais	est-ão
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PRES. SUBJ.

estej-a	estej-as	estej-a	estej-amos	estej-ais	estej-am
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IMPERAT.

está					
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FUT. INDIC.

estar-ei	estar-ás	estar-á			
			estar-emos[e]	estar-eis	estar-ão

COND.

estar-ia	estar-ias	estar-ia			
			estar-íamos	estar-feis	estar-iam

IMPF. INDIC.

est-ava	est-avas	est-ava			
			est-ávamos	est-áveis	est-avam

PRET. INDIC.

estiv-e	estiv-este[e]	estev-e[e]			
			estiv-emos[e]	estiv-estes[e]	estiv-eram[e]

PLUPERF. INDIC.

estiv-era[e]	estiv-eras[e]	estiv-era[e]			
			estiv-éramos	estiv-éreis	estiv-eram[e]

¹ [e] = close e; [ə] = open e; [o] = close o; [ɔ] = open o.

IMPF. SUBJ.

estiv-esse[ɛ] estiv-esses[ɛ] estiv-esse[ɛ]
estiv-éssemos estiv-éssesi estiv-essem[ɛ]

FUT. SUBJ.

estiv-er[ə] estiv-eres[ə] estiv-er[ə]
estiv-ermos[ə] estiv-erdes[ə] estiv-erem[ə]

PERS. INF.

est-ar est-ares est-ar est-armos est-ardes est-arem

As for *dar*, *ir*, and *ser*, the 1st pers., pres. indic., of *estar* ends in *-ou*. The pres. subj. *estea* is similar to that of the verb *ser*, viz., *seja*.

Estar is one of a group of verbs having a strong preterite formation, i.e., the stress in the 1st and 3d sing. is on the stem of the verb and not on the ending as it is in regular verbs. This strong preterite formation will be seen in such other verbs as *ter*, *haver*, *saber*, *caber*, *prazer* and *aprazer*, *jazer*, *trazer*, *poder*, *dizer*, *ver*. The 2d pers. sing. of the preterite has stressed open e, not close as in regular verbs: this open e reappears in the pret. pl. and in the tenses derived from the preterite, viz., the pluperf. indic. and the impf. and fut. subj. As in other verbs having a strong preterite, the pluperf. indic. and the impf. and fut. subj. will be based on a fuller stem found by cutting off the -ram of the 3d pl. of the preterite: *estiveram*, therefore *estivera*, *estivesse*, and *estiver*.

291.

ter[e], to have

PRES. PART. <i>(Gerund)</i>	t-endo	PAST PART.	t-ido
--------------------------------	--------	------------	-------

PRES. INDIC.

tenh-o ten-s tem te-mos ten-des tém or teen

PRES. SUBJ.

IMPERAT.

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ter-ei

ter-emos[e] ter-eis ter-ão

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ter-ia ter-ias ter-ib
ter-amos ter-feis ter-iam

IMPF. INDIC.

tinh-a	tinh-as	tinh-a		
		tinh-amos	tinh-eis	tinh-am

PRET. INDIC.

tiv-e	tiv-este[ε]	tev-e[ε]		
		tiv-emos[ε]	tiv-estes[ε]	tiv-eram[ε]

PLUPERF. INDIC.

tiv-era[ε]	tiv-eras[ε]	tiv-era[ε]		
		tiv-éramos	tiv-éreis	tiv-eram[ε]

IMPF. SUBJ.

tiv-esse[ε]	tiv-esses[ε]	tiv-esse[ε]		
		tiv-éssemos	tiv-ésseis	tiv-essem[ε]

FUT. SUBJ.

tiv-er[ε]	tiv-eres[ε]	tiv-er[ε]		
		tiv-ermos[ε]	tiv-erdes[ε]	tiv-erem[ε]

PERS. INF.

t-er[ε]	t-eres[ε]	t-er[ε]		
		t-ermos[ε]	t-erdes[ε]	t-erem[ε]

It is obvious that *ter* is very irregular. The stem of the 1st pers., pres. indic., is *tenth-*. This reappears in the pres. subj. throughout: so, also, in *vir*, *venho*, *venha*, etc.; *pôr*, *ponho*, *ponha*, etc. There is no vowel left in the endings of the 2d and 3d sing. of the pres. indic., or in the imperat. sing.: cf. *vir*, *vems*, *vem*. The 2d sing. indic. tens becomes *têm* before certain object pronouns: *thou hast it*, *tem-lo*, *tem-la*. The 2d pl. shows in the ending a d, which reappears in the imperat. pl.: this peculiarity will be found also in *vir*, *vindes*, *vinde*; *pôr*, *pondes*, *ponde*; *ir*, *ides*, *ide*; *rir*, *rides*, *ride*; *ver*, *vêdes*, *vêde*; *crer*, *credes*, *crede*; *ler*, *ledes*, *lede*. The 3d pl. is written *têm* or *teem* and its pronunciation is [tēl] or [tēlēl], i.e., it may have a double nasal diphthong; so, also, *vir* has *vêm* or *veem*, pronounced [vēl] or [vēlēl]. As for *vir*, *vinha*, etc., and *pôr*, *punha*, etc., the impf. indic. is unusual. Instead of classic Latin *tenebam*, the Vulgar Latin said **tenéam*, which developed through *tenia* to *tinha*. The pret. indic. is strong; its 3d pers. sing. has a close stressed e. The stressed flectional endings have an open e which, therefore, reappears in the pluperf. indic. and in the impf. and fut. subj. The inf. has the close e which is usual in the second conjugation.

Like *ter* are conjugated its derivatives: *abster*, *to restrain* (*abster-se*, *to abstain*); *ater*, *to adhere*; *conter*, *to contain*; *deter*, *to detain*; *entreter*, *to entertain*; *manter*, *to maintain*; *obter*, *to obtain*; *reter*, *to retain*; *suster*, *to sustain*.

292.

vir, to come

PRES. PART. (Gerund)		v-indo	PAST PART. v-indo		
PRES. INDIC.					
venh-o	ven-s	vem	v-imos [i or ī]	vin-des	vêm or veem
PRES. SUBJ.					
venh-a	venh-as	venh-a	venh-amos	venh-ais	venh-am
IMPERAT.	vem			v-inde	
FUT. INDIC.					
vir-ei	vir-ás	vir-á	vir-emos[e]	vir-eis	vir-ão
COND.					
vir-ia	vir-ias	vir-ia	vir-iemos	vir-ieis	vir-iam
IMPF. INDIC.					
vinh-a	vinh-as	vinh-a	vinh-amos	vinh-eis	vinh-am
PRET. INDIC.					
vim	vi-este[e]	vei-o [veju]	vi-emos[e]	vi-estes[e]	vi-eram[e]
PLUPERF. INDIC.					
vi-era[e]	vi-eras[e]	vi-era[e]	vi-éramos	vi-éreis	vi-eram[e]
IMPF. SUBJ.					
vi-esse[e]	vi-esses[e]	vi-esse[e]	vi-éssemos	vi-ésseis	vi-essem[e]
FUT. SUBJ.					
vi-er[e]	vi-eres[e]	vi-er[e]	vi-ermos[e]	vi-erdes[e]	vi-erem[e]
PERS. INF.					
v-ir	v-ires	v-ir	v-irmos	v-irdes	v-irem

The pres. part. (gerund) has the regular ending -indo of third conjugation verbs. The past part. has the same ending, differently evolved; V. L. **venitum* (C. L. *ventum*) > *venido* > *vēido* > *vīido* > *vido* > *vindo*. For the 1st sing., pres. indic., all the pres. subj., the 2d and 3d sing. and pl. of the pres. indic. and all the impf. indic., see the remarks under ter. Before certain object pronouns the 2d pers., pres. indic., *vens*, becomes *vem*: *Vem-lo fazer?* *Dost thou come to do it?* The i of the 1st pl., pres. indic., may have a nasal pronunciation, due to the double nasal of L. *venimus* > *vē-ímos* > *vī-ímos* > *vimos*, but the unasalized pronunciation occurs also. The pret. indic. is strong; it has lost the vowel in the ending of the 1st sing., and has the unusual ending -o [u] in the 3d sing.

(V. L. **veniūit* for C. L. *venit*). The open e of the 2d sing. reappears in the plural of the preterite and throughout the pluperf. indic. and the impf. and fut. subj.

Like *vir* are conjugated its derivatives: *advir*, *to supervene*; *contravir*, *to contravene*; *convir*, *to agree, suit*; *desavir*, *to make inimical*; *intervir*, *to intervene*; *provir*, *to proceed (from)*, *emanate*; *sobrevir*, *to occur*.

293. haver[e], to have

PRES. PART. (<i>Gerund</i>)	hav-endo		PAST PART.	hav-ido	
PRES. INDIC.	hei	hás	há	hav-emos (h)-emos ¹	[e] hav-eis (h)-eis
PRES. SUBJ.	haj-a	haj-as	haj-a	haj-amos[ə]	haj-ais haj-am
IMPERAT.		há			hav-ei
FUT. INDIC.	haver-ei, etc. (<i>regular</i>)				
COND.	haver-ia, etc. (<i>regular</i>)				
IMPF. INDIC.	hav-ia (h)ia ²	hav-ias (h)ias	hav-ia (h)ia	hav-famos (h)famos	hav-feis (h)feis hav-iam (h)iam
PRET. INDIC.	houv-e	houv-este[ə] houv-emos[ə]	houv-e houv-estes[ə]	houv-eram[ə]	
PLUPERF. INDIC.	houv-era[ə]	houv-eras[ə] houv-éramos	houv-era[ə] houv-éreis		houv-eram[ə]
IMPF. SUBJ.	houv-esse[ə]	houv-esses[ə] houv-éssemos	houv-esse[ə] houv-ésseis		houv-essem[ə]
FUT. SUBJ.	houv-er[ə]	houv-eres[ə] houv-ermos[ə]	houv-er[ə] houv-erdes[ə]		houv-erem[ə]

¹ The shortened forms are used in forming the fut. indic. of all verbs.

² The shortened forms are used in forming the cond. of all verbs.

PERS. INF.

hav-er[e]	hav-eres[e]	hav-er[e]	
	hav-ermos[e]	hav-erdes[e]	hav-erem[e]

Remark the double forms in the 1st and 2d pl., pres. indic. The forms of the pres. indic. (including *hemos* and *heis*) and the secondary forms of the impf. indic. appear in the fut. indic. and the cond. with interpolated objects (personal pronouns), and the *h* is no longer written: *fá-lo-ei*, *I shall do it*, not *fá-lo-hei*; and *fá-lo-ia*, *I should do it*; not *fá-lo-hia*. If the endings of the fut. indic. and cond. are left unhyphenated, the *h* will appear: *fá-lo hemos*, *we shall do it* = *fá-lo-emos*; *fá-lo híamos*, *we should do it* = *fá-lo-famos*. As in *ser*, *seja*, and *estar*, *esteja*, the pres. subj. stem ends in *j*. The pret. indic. is strong and the stressed open *e* of the 2d sing. reappears in the pret. pl. and throughout the pluperf. indic. and the impf. and fut. subj. As an impersonal verb, *there is*, etc., *haver* employs only the 3d sing. forms of the various tenses. As an independent verb meaning *to have* and taking a direct object, *haver* is less used than *ter*. Its use as the auxiliary of the perfect tenses is literary rather than popular; *ter* is common in that construction. Like *ter*, *haver* may be used with *de* and the infinitive of a main verb; *hei de cantar esta noite*, *I am to (shall) sing tonight*; *tenho de* (or *que*) *cantar*, *I have to sing (I must sing)*.

The derivative *rehaver*, *to get back*, is conjugated like *haver*, but has only the forms with *v*: *rehavendo*, *rehavido*, *rehavia*, *rehouve*, *rehouvera*, etc.

294.

saber[e], to know, know how

PRES. PART. (<i>Gerund</i>)	} sab-endo	PAST PART.	sab-ido
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PRES. INDIC.

sei	sab-es	sab-e	sab-emos	sab-eis	sab-em
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PRES. SUBJ.

saib-a	saib-as	saib-a	saib-amos	saib-ais	saib-am
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IMPERAT.

sab-e	sab-ei
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FUT. INDIC.

saber-ei, etc. (<i>regular</i>)

COND.

saber-ia, etc. (<i>regular</i>)

IMPF. INDIC.

sab-ia, etc. (<i>regular</i>)

PRET. INDIC.

soub-e	soub-este[ε]	soub-e			
		soub-emos[ε]	soub-estes[ε]	soub-eram[ε]	

PLUPERF. INDIC.

soub-era[ε]	soub-eras[ε]	soub-era[ε]			
		soub-éramos	soub-éreis	soub-eram[ε]	

IMPF. SUBJ.

soub-esse[ε]	soub-esses[ε]	soub-esse[ε]			
		soub-éssemos	soub-ésseis	soub-essem[ε]	

FUT. SUBJ.

soub-er[ε]	soub-eres[ε]	soub-er[ε]			
		soub-ermos[ε]	soub-erdes[ε]	soub-erem[ε]	

PERS. INF.

sab-er[e]	sab-eres[e]	sab-er[e]			
		sab-ermos[e]	sab-erdes[e]	sab-erem[e]	

Note the number of perfectly regular forms in this verb and in *caber*. The 1st sing., pres. indic., comes from V. L. **saio* instead of C. L. *sapiō*; the other forms of the pres. indic. are regular. The pres. subj. corresponds to L. *sapiam*, etc., with the *i* of the ending attracted (as *t*) into the verb stem. The pret. indic. is strong and the open *e* of the 2d sing. reappears in the plural of the preterite and throughout the pluperf. indic. and the impf. and fut. subj.

295. *cabер[ε], to be contained, fit*

PRES. PART. (<i>Gerund</i>)	} cab-endo	PAST PART.	cab-ido

PRES. INDIC.

caib-o	cab-es	cab-e	cab-emos	cab-eis	cab-em

PRES. SUBJ.

caib-a	caib-as	caib-a	caib-amos	caib-aís	caib-am

IMPERAT.

cab-e	cab-ei

FUT. INDIC.

caber-ei, etc. (*regular*)

COND.

caber-ia, etc. (*regular*)

IMPF. INDIC.

cab-ia, etc. (*regular*)

PRET. INDIC.

coub-e	coub-este[ε]	coub-e			
		coub-emos[ε]	coub-estes[ε]	coub-eram[ε]	

PLUPERF. INDIC.

coub-era[ε]	coub-eras[ε]	coub-era[ε]			
		coub-éramos	coub-éreis	coub-eram[ε]	

IMPF. SUBJ.

coub-esse[ε]	coub-esses[ε]	coub-esse[ε]			
		coub-éssemos	coub-ésseis	coub-essem[ε]	

FUT. SUBJ.

coub-er[ε]	coub-eres[ε]	coub-er[ε]			
		coub-ermos[ε]	coub-erdes[ε]	coub-erem[ε]	

PERS. INF.

cab-er[e]	cab-eres[e]	cab-er[e]			
		cab-ermos[e]	cab-erdes[e]	cab-erem[e]	

Caber has *caibo* in the 1st sing., pres. indic., from L. *capio*, whose *i* has been attracted into the verb stem. Otherwise this verb is conjugated exactly like *saber*.

296.

ser[e], *to be*

PRES. PART. (Gerund)		s-endo		PAST PART.	s-ido
-------------------------	--	--------	--	------------	-------

PRES. INDIC.

s-ou	és	é	s-omos[o]	s-ois[o]	s-ão
------	----	---	-----------	----------	------

PRES. SUBJ.

sej-a	sej-as	sej-a	sej-amos	sej-ais	sej-am
-------	--------	-------	----------	---------	--------

IMPERAT.

s-ê			s-êde		
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FUT. INDIC.

ser-ei	ser-ás	ser-á	ser-emos[e]	ser-eis	ser-ão
--------	--------	-------	-------------	---------	--------

COND.

ser-ia	ser-ias	ser-ia	ser-íamos	ser-feis	ser-iam
--------	---------	--------	-----------	----------	---------

IMPF. INDIC.

era[ε]	eras[ε]	era[ε]	éramos	éreis	eram[ε]
--------	---------	--------	--------	-------	---------

PRET. INDIC.

fui	f-oste[o]	foi[o]	f-omos[o]	f-ostes[o]	f-oram[o]
-----	-----------	--------	-----------	------------	-----------

PLUPERF. INDIC.

f-ôra	f-oras[o]	f-ôra	f-ôramos	f-ôreis	f-oram[o]
-------	-----------	-------	----------	---------	-----------

IMPF. SUBJ.

f-osse[o]	f-osses[o]	f-osse[o]	f-ôssemos	f-ôsseis	f-ossem[o]
-----------	------------	-----------	-----------	----------	------------

FUT. SUBJ.

f-ôr	f-ores[o]	f-ôr	f-ormos[o]	f-ordes[o]	f-orem[o]
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PERS. INF.

s-er[e]	s-eres[e]	s-er[e]	s-ermos[e]	s-erdes[e]	s-erem[e]
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Most of the forms of *ser* come from the Latin irregular verb *esse*, but some of them, viz., the infinitives (with the fut. and cond.), the participles, the imperative, and the pres. subj., come from the L. *sedēre*, *to sit*, used with a weakened meaning. *Sou* has the -ou ending found also in *dou* (*dar*), *estou* (*estar*) and *vou* (*ir*); the ending arose in the V. L. **daeo*, **stao*, *va(d)o* for C. L. *do*, *sto*, *vado* and passed to the verb *ser*. *Seja*, etc. corresponds to L. *sedeam*, etc., whose *de* (= *dī*) became *j*.

297.

ir, *to go*

PRES. PART. (<i>Gerund</i>)	indo	PAST PART.	ido
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PRES. INDIC.

vou	vais	vai	vamos	ides	vão
-----	------	-----	-------	------	-----

PRES. SUBJ.

vá	vás	vá	vamos	vades	vão
----	-----	----	-------	-------	-----

IMPERAT.

vai	ide
-----	-----

FUT. INDIC.

ir-ei, etc. (<i>regular</i>)

COND.

ir-ia, etc. (<i>regular</i>)

IMPF. INDIC.

ia	ias	ia	famos	feis	iam
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PRET. INDIC.

fui	f-oste[o]	foi[o]	f-omos[o]	f-ostes[o]	f-oram[o]
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PLUPERF. INDIC.

f-ôra, etc., <i>as for ser</i>

IMPF. SUBJ.

f-osse, etc., <i>as for ser</i>

FUT. SUBJ.

f-ôr, etc., <i>as for ser</i>

PERS. INF.

ir	ires	ir	irmos	irdes	irem
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Three Latin verbs contribute forms to the Portuguese verb *ir*, viz., *ire*, *vadere* and *esse*. From *ire* come the infinitives, the participles, the fut. indic. and the conditional, the 2d pl. pres. indic., the pl. imperat. and the impf. indic. From *vadere* come the forms of the pres. indic. except the 2d pl., all the pres. subj. and the sing. imperat. From *esse* come the pret. indic. and the related tenses (viz., the pluperf. indic. and the impf. and fut. subj.), so that these tenses are identical with those of *ser*. For you cf. the note under *ser*. Observe that the forms are the same for 1st pl., pres. indic. and pres. subj., and again for the 3d pl. of those same tenses.

298.

rir, to laugh

PRES. INDIC.	PRES. PART. (<i>Gerund</i>)		r-indo	PAST PART.	r-ido
ri-o	r-is	r-i	r-imos	r-ides	ri-em
PRES. SUBJ.	ri-a	ri-as	ri-a	ri-amos	ri-ais
IMPERAT.	r-i				r-ide
FUT. INDIC.	<i>rir-ei</i> , etc. (<i>regular</i>)				
COND.	<i>rir-ia</i> , etc. (<i>regular</i>)				
IMPF. INDIC.	r-ia	r-ias	r-ia	r-famos	r-feis
PRET. INDIC.	r-i	r-iste	r-iu	r-imos	r-istes
PLUPERF. INDIC.	<i>rir-ira</i> , etc. (<i>regular</i>)				
IMPF. SUBJ.	<i>r-isse</i> , etc. (<i>regular</i>)				
FUT. SUBJ.	<i>r-ir</i> , etc. (<i>regular</i>)				
PERS. INF.	<i>r-ir</i> , etc. (<i>regular</i> , and like the fut. subj.)				

This verb has two stems, *r-* and *ri-*. Whenever the flectional ending begins with *i*, i.e., in most of the forms, the stem is *r-*; whenever the ending begins with *o*, *a*, or *e*, i.e., in the 1st sing., pres. indic., in all the pres. subj., and in the 3d pl., pres. indic., the stem is *ri-*. As in the verbs *ter*, *vir*, *pôr*, *ir*, *ver*, *crer*, and *ler*, the 2d pl., pres. indic., and the pl. imperat. show a *d* in the ending.

Like *rir* is conjugated the derivative *sorrir*, *to smile*.

299.

crer[e], *to believe*

PRES. PART. (<i>Gerund</i>)	}	cr-endo	PAST PART.	cr-ido
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PRES. INDIC.

crei-o	cr-ê-s	cr-ê	cr-emos[e]	cr-edes[e]	crê-em
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PRES. SUBJ.

crei-a	crei-as	crei-a	cre-amos	cre-ais	crei-am
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IMPERAT.

cr-ê		cr-ede[e]
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FUT. INDIC.

crer-ei, etc. (*regular*)

COND.

crer-ia, etc. (*regular*)

IMPF. INDIC.

cr-ia	cr-ias	cr-ia	cr-íamos	cr-feis	cr-iam
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PRET. INDIC.

cr-i	cr-êste	cr-eu[e]	cr-emos[e]	cr-êstes	cr-eram[e]
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PLUPERF. INDIC.

cr-era[e]	cr-eras[e]	cr-era[e]	cr-êramos	cr-êreis	cr-eram[e]
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IMPF. SUBJ.

cr-esse[e]	cr-esses[e]	cr-esse[e]	cr-êssemos	cr-êsseis	cr-essem[e]
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FUT. SUBJ.

cr-er[e]	cr-eres[e]	cr-er[e]	cr-ermos[e]	cr-erdes[e]	cr-erem[e]
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PERS. INF.

cr-er[e], etc. (*regular*, and like the fut. subj.)

For peculiarities of *crer*, see remarks under *ler*.

300.

ler[e], *to read*

PRES. PART. (<i>Gerund</i>)	}	l-endo	PAST PART.	l-ido
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PRES. INDIC.

lei-o	l-és	l-ê	l-emos	l-edes[e]	lê-em
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PRES. SUBJ.

lei-a	lei-as	lei-a	le-amos	le-ais	lei-am
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IMPERAT.

l-ê

l-ed[e]

FUT. INDIC.

ler-ei, etc. (*regular*)

COND.

ler-ia, etc. (*regular*)

IMPF. INDIC.

l-ia	l-ias	l-ia	l-íamos	l-íeis	l-iam
------	-------	------	---------	--------	-------

PRET. INDIC.

l-i	l-éste	l-eu[e]	l-emos	l-éstes	l-eram[e]
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PLUPERF. INDIC.

l-era[e]	l-eras[e]	l-era[e]	l-éramos	l-éreis	l-eram[e]
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IMPF. SUBJ.

l-esse[e]	l-esses[e]	l-esse[e]	l-éssemos	l-ésseis	l-essem[e]
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FUT. SUBJ.

l-er[e]	l-eres[e]	l-er[e]	l-ermos[e]	l-erdes[e]	l-erem[e]
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PERS. INF.

l-er[e], etc. (*regular, and like the fut. subj.*)

Crer and ler have the same peculiarities. They have three stems: cr-, l-; cre-, le-; crei-, lei-. Cr- and l- appear when the flectional ending begins with -e or -i (but not -em); cre- and le- appear before the -em of the 3d pl., pres. indic., and in the 1st and 2d pl., pres. subj.; crei- and lei- appear when stressed and before an ending beginning with o or a. The two verbs have the same written accents throughout, except that while the 1st pl., pres. indic. and pret., viz., *cremos*, requires no written accent, the corresponding persons of ler take a circumflex, *lêmos*, because there is also the proper noun Lemos with open e.

301.

ver[e], to see

	PRES. PART. (Gerund)	v-endo		PAST PART.	v-isto
PRES. INDIC.					
vej-o	v-ê-s	v-ê	v-emos	v-ê-des	vê-em
PRES. SUBJ.					
vej-a	vej-as	vej-a	vej-amos	vej-ais	vej-am
IMPERAT.	v-ê			v-ê-de	
FUT. INDIC.					
ver-ei, etc. (<i>regular</i>)					
COND.					
ver-ia, etc. (<i>regular</i>)					
IMPF. INDIC.					
v-ia	v-ias	v-ia	v-famos	v-feis	v-iam
PRET. INDIC.					
v-i	v-iste	v-iu	v-imos	v-istes	v-iram
PLUPERF. INDIC.					
v-ira	v-iras	v-ira	v-íramos	v-íreis	v-iram
IMPF. SUBJ.					
v-isso	v-issoes	v-isso	v-íssemos	v-ísseis	v-issem
FUT. SUBJ.					
v-ir	v-ires	v-ir	v-irmos	v-irdes	v-irem
PERS. INF.					
v-er[e]	v-eres[e]	v-er[e]	v-ermos[e]	v-erdes[e]	v-erem[e]

Ver has three stems: v-, ve- and vej-. V- appears before a flectional ending beginning with e or i (but not before -em); ve- appears before the ending -em of the 3d pl., pres. indic.; vej- appears before flectional endings beginning with o or a. The pret. indic. and related tenses are perfectly regular as of the third conjugation, so that ver combines features of the second and third conjugations. The past participle is irregular.

Of the derivatives of ver, some, such as *antever* and *prever*, *to foresee*, *entrever*, *to have a glimpse of*, and *rever*, *to see again*, *review*, are conjugated exactly like it. But *prover*, *to provide*, and *desprover*, *to deprive*, *leave unprovided*, differ in that they are regular as of the second conjugation in the pret. indic. and related tenses, and have a regular past participle: therefore, *provi*, *proveste*, *proveu*, etc.; *provera*, etc.; *provesse*, etc.; *prover*, etc.; and past participle, *providio*.

302.

dizer[e], *to say*

PRES. PART. (Gerund)	diz-endo	PAST PART. dito			
PRES. INDIC.					
dig-o	diz-es	diz	diz-emos[e]	diz-eis	diz-em
PRES. SUBJ.					
dig-a	dig-as	dig-a	dig-amos	dig-ais	dig-am
IMPERAT.	diz(e)			diz-ei	
FUT. INDIC.					
dir-ai	dir-ás	dir-á	dir-emos	dir-eis	dir-ão
COND.					
dir-ia	dir-ias	dir-ia	dir-íamos	dir-íeis	dir-iam
IMPF. INDIC.					
diz-ia	diz-ias, etc. (<i>regular</i>)				
PRET. INDIC.					
diss-e	diss-este[e]	diss-e	diss-emos[e]	diss-estes[e]	diss-eram[e]
PLUPERF. INDIC.					
diss-era[e]	diss-eras[e]	diss-era[e]	diss-éramos	diss-éreis	diss-eram[e]
IMPF. SUBJ.					
diss-esse[e]	diss-esses[e]	diss-esse[e]	diss-éssemos	diss-ésseis	diss-essem[e]
FUT. SUBJ.					
diss-er[e]	diss-eres[e]	diss-er[e]	diss-ermos[e]	diss-erdes[e]	diss-erem[e]
PERS. INF.					
diz-er[e]	diz-eres[e]	diz-er[e]	diz-ermos[e]	diz-erdes[e]	diz-erem[e]

Certain forms of *dizer* are regular as of the second conjugation; such are the pres. part. (gerund), the 2d sing. and all the pl. of the pres. indic., the imperat. pl., the impf. indic., and the pers. inf. The imperat. sing. may be regular or may drop its ending -e. The ending -e is always omitted in the pres. indic., 3d sing. This is true also of the corresponding form *faz* of *fazer*; cf. § 275, e, for the loss of the -e in similar fashion in regular verbs in -uzir. The stem *dig-* of the 1st sing., pres. indic., reappears throughout the pres. subj. The fut. indic. and the cond.

have a contract infinitive as basis: *dir-* instead of *dizer*. Of course this will be further reduced to *di* before certain object pronouns: *di-lo-ei*, *I shall say it*. The pret. indic. is strong; and the stressed open *e* of the 2d sing. reappears throughout the plural of the preterite and in all the related tenses. The past participle is irregular.

Like *dizer* are conjugated its derivatives; e.g., *bemdizer*, *to bless*; *condizer*, *to agree, suit*; *contradizer*, *to contradict*; *desdizer*, *to contradict, retract*; *interdizer*, *to interdict*; *maldizer*, *to slander*; *predizer*, *to predict*.

303. *fazer[e], to do, make*

PRES. INDIC.	PRES. PART. (<i>Gerund</i>)		faz-endo	PAST PART. feito		
faç-o			faz	faz-emos		
PRES. SUBJ.	faç-a	faç-as	faç-a	faç-amos	faç-ais	faç-am
IMPERAT.		faz(e)			faz-ei	
FUT. INDIC.	far-ei	far-ás	far-á	far-emos[e]	far-eis	far-ão
COND.	far-ia	far-ias	far-ia	far-íamos	far-íeis	far-iam
IMPF. INDIC.	faz-ia, etc. (<i>regular</i>)					
PRET. INDIC.	fiz	fiz-este[e]	fêz	fiz-estes[e]	fiz-eram[e]	
			fiz-emos[e]			
PLUPERF. INDIC.	fiz-era[e]	fiz-eras[e]	fiz-era[e]	fiz-éreis	fiz-eram[e]	
			fiz-éramos			
IMPF. SUBJ.	fiz-esse[e]	fiz-esses[e]	fiz-esse[e]	fiz-éssois	fiz-essem[e]	
			fiz-éssemos			
FUT. SUBJ.	fiz-er[e]	fiz-eres[e]	fiz-er[e]	fiz-erdes[e]	fiz-erem[e]	
			fiz-ermos[e]			
PERS. INF.	faz-er[e]	faz-eres[e]	faz-er[e]	faz-erdes[e]	faz-erem[e]	
			faz-ermos[e]			

In regular forms of the second conjugation *fazer* accords with *dizer*; see remarks under *dizer*. The stem *faç-* of the 1st sing., pres. indic., is the basis of the pres. subj. The contract infinitive of the fut. indic. and the conditional is *far-*; see the note under *haver*. The preterite is strong and has stressed open e in the 2d sing. and all the pl.; wherefore the same vowel appears in the pluperf. indic. and the impf. and fut. subj. The past part. is irregular.

The derivatives have the same conjugations as *fazer*; such as *contrafazer*, to *counterfeit*; *desfazer*, to *undo, destroy*; *perfazer*, to *perfect, complete*; *refazer*, to *remake, restore*; *satisfazer*, to *satisfy*.

304. *querer[e], to wish, like*

PRES. PART. (<i>Gerund</i>)	} quer-endo	PAST PART.	quer-ido
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PRES. INDIC.

quer-o[ε]	quer-es[ε]	quer-e quer	} [ε]
		quer-emos[ε]	quer-eis
			quer-em[ε]

PRES. SUBJ.

queir-a	queir-as	queir-a	
		queir-amos	queir-ais
			queir-am

IMPERAT.

quer(e)[ε]				quer-ei
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FUT. INDIC.

querer-ei	etc. (<i>regular</i>)
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COND.

querer-ia	etc. (<i>regular</i>)
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IMPF. INDIC.

quer-ia	etc. (<i>regular</i>)
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PRET. INDIC.

quis	quis-este[ε]	quis	
		quis-emos[ε]	quis-estes[ε]
			quis-eram[ε]

PLUPERF. INDIC.

quis-era[ε]	quis-eras[ε]	quis-era[ε]	
		quis-éramos	quis-éreis
			quis-eram[ε]

IMPF. SUBJ.

quis-esse[ε]	quis-esses[ε]	quis-esse[ε]	
		quis-éssemos	quis-ésseis
			quis-essem[ε]

FUT. SUBJ.

quis-er[ɛ]	quis-eres[ɛ]	quis-er[ɛ]
	quis-ermos[ɛ]	quis-erdes[ɛ]
		quis-erem[ɛ]

PERS. INF.

quer-er[e] quer-eres[e], etc. (*regular*)

Much of *querer* is perfectly regular; the pres. subj. and the strong pret. indic. with the related tenses present the chief irregularities. Note the double form in the 3d sing., pres. indic. While the reduced form *quer* is common, it is avoided in constructions in which, in accordance with phonetic law, it would be further reduced: *he wishes it* is *quere-o* or *quere-a*, since properly, before the historical form of the object pronoun *lo, la*, the *r* of *quer* would disappear, and we should have *que-lo, que-la*. *Querido* is the past participle as used in the perfect tenses; there is the form *quisto*, which is a pure adjective. Observe the absence of a vowel ending in both the 1st and the 3d sing. of the pret. indic.; the same phenomenon (loss of final -e after a sibilant stem) is found in *pôr*: *pus, pôs*. From the very meaning of *querer* the true imperative can be little used; forms of the pres. subj. may be used instead.

The derivative verb *requerer, to sue for, solicit*, is regular as of the second conjugation, with the following exceptions:

PRES. INDIC., 1st sing. *requei-ro*

PRES. SUBJ. *requei-ra* *requei-ras* *requei-ra* *requei-ramos* *requei-rais*
requei-ram

305.

poder[e], to be able

PRES. PART. (<i>Gerund</i>)	pod-endo	PAST PART.	pod-ido
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PRES. INDIC.

poss-o[ɔ]	pod-es[ɔ]	pod-e[ɔ]		
		pod-emos[e]	pod-eis	pod-em[ɔ]

PRES. SUBJ.

poss-a[ɔ]	poss-as[ɔ]	poss-a[ɔ]		
		poss-amos	poss-eis	poss-am[ɔ]

IMPERAT.

pod-e[ɔ]	pod-ei
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FUT. INDIC.

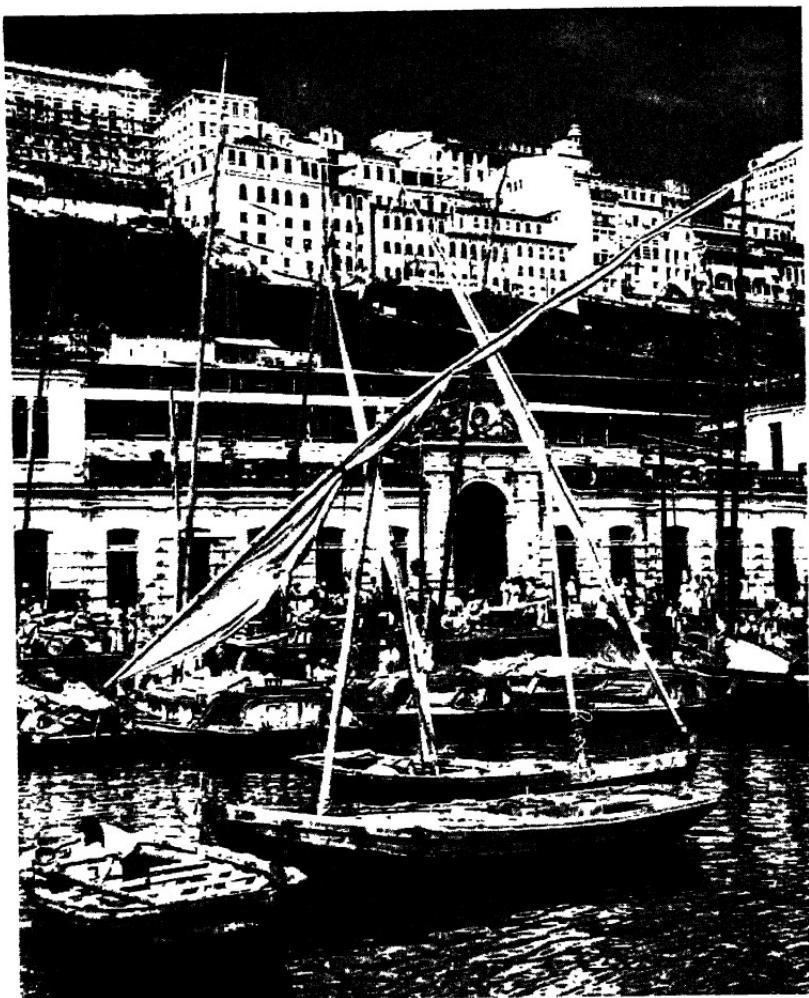
poder-ei, etc. (regular)

COND.

poder-ia, etc. (regular)



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IMPF. INDIC.pod-ia, etc. (*regular*)PRET. INDIC.

pud-e	pud-este[ɛ]	pôd-e		
		pud-emos[ɛ]	pud-estes[ɛ]	pud-eram[ɛ]

PLUPERF. INDIC.

pud-era[ɛ]	pud-eras[ɛ]	pud-era[ɛ]		
		pud-éramos	pud-éreis	pud-eram[ɛ]

IMPF. SUBJ.

pud-esse[ɛ]	pud-esses[ɛ]	pud-esse[ɛ]		
		pud-éssemos	pud-ésseis	pud-essem[ɛ]

FUT. SUBJ.

pud-er[ɛ]	pud-eres[ɛ]	pud-er[ɛ]		
		pud-ermos[ɛ]	pud-erdes[ɛ]	pud-erem[ɛ]

PERS. INF.pod-er[e], etc. (*regular*)

Poder has many regular forms. The stem *poss-* of the 1st sing., pres. indic., reappears throughout the pres. subj. The imperative of this verb can be but little used; forms of the pres. subj. may take its place. The pret. indic. is strong. Note the variation of stem vowel in the 3d sing. pret. as compared with the rest of the tense: the same variation occurs in *pôr*: *pôs*, but *pus*, etc. The stressed open e of the 2d sing. pret. reappears in the plural, and in the related tenses.

306.

pôr, to put

PRES. PART. } (<i>Gerund</i>)	pondô	PAST PART. pôsto [o] (posta, postos, postas, all with [ɔ])
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PRES. INDIC.

ponh-o[o]	pôes	pôe	
		pomos[ɔ]	pondes
			pôem }
PRES. SUBJ.			pôe }
ponh-a[o]	ponh-as[o]	ponh-a[o]	
		ponh-amos	ponh-ais
			ponh-am[o]

IMPERAT.

pôe

ponde

FUT. INDIC.por-ei, etc. (*regular*)COND.por-ia, etc. (*regular*)

IMPF. INDIC.

punh-a	punh-as	púnh-a púnh-amos	púnh-eis	punh-am
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PRET. INDIC.

pus	pus-este[ε]	pôs pus-emos[ε]	pus-estes[ε]	pus-eram[ε]
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PLUPERF. INDIC.

pus-era[ε]	pus-eras[ε]	pus-era[ε] pus-éramos	pus-éreis	pus-eram[ε]
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IMPF. SUBJ.

pus-esse[ε]	pus-esses[ε]	pus-esse[ε] pus-éssemos	pus-ésseis	pus-essem[ε]
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FUT. SUBJ.

pus-er[ε]	pus-eres[ε]	pus-er[ε] pus-ermos[ε]	pus-erdes[ε]	pus-erem[ε]
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PERS. INF.

pôr	por-es[o]	pôr por-mos[o]	por-des[o]	por-em[o]
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The infinitive of *pôr* in older Portuguese was *poer*; it is now the only infinitive in the language that does not end in -ar, -er, or -ir. For the d of the pres. indic., 2d pl. and imperat. pl., and for the unusual impf. indic., see the remarks under *ter*. The stem *ponh-* of the 1st sing., pres. indic., reappears throughout the pres. subj. The pret. indic. is strong, and the stressed open e of the ending of the 2d sing. runs through the plural and through the tenses related to the preterite. The circumflex accent is required on *pôr* to distinguish it from the preposition *por*, but it is not written in the future or conditional or on the inflected forms of the pers. inf. The past part. is irregular; its stressed o remains open in *posta*, *postas* and *postos*, but is changed to close o in *pôsto*.

The derivatives are conjugated like *pôr*: they include *antepor*, *compor*, *contrapor*, *depor*, *dispor*, *expor*, *impor*, *indispôr*, *interpor*, *opor*, *propor*, *supor*, *transpor*, whose meanings are obvious. Of course the o of all these is close.

307.

trazer[e], to bring, wear

PRES. PART. (<i>Gerund</i>)	traz-endo	PAST PART.	traz-ido

PRES. INDIC.

trag-o	traz-es	traz	traz-emos[e]	traz-eis	traz-em
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PRES. SUBJ.					
trag-a	trag-as	trag-a	trag-amos	trag-ais	trag-am
IMPERAT.	traz(e)			traz-ei	
FUT. INDIC.					
trar-ei	trar-ás	trar-á	trar-emos[e]	trar-eis	trar-ão
COND.					
trar-ia	trar-ias	trar-ia	trar-íamos	trar-íeis	trar-iam
IMPF. INDIC.					
traz-ia, etc. (<i>regular</i>)					
PRET. INDIC.					
troux-e		troux-este[ε]	troux-e		
		troux-emos[ε]	troux-estes[ε]	troux-eram[ε]	
PLUPERF. INDIC.					
troux-era[ε]		troux-eras[ε]	troux-era[ε]		
		troux-éramos	troux-éreis	troux-eram[ε]	
IMPF. SUBJ.					
troux-esse[ε]		troux-esses[ε]	troux-esse[ε]		
		troux-éssemos	troux-éssais	troux-essem[ε]	
FUT. SUBJ.					
troux-er[ε]		troux-eres[ε]	troux-er[ε]		
		troux-ermos[ε]	troux-erdes[ε]	troux-erem[ε]	
PERS. INF.					
traz-er[e]		traz-eres[e], etc. (<i>regular</i>)			

The stem **traz-** appears in the infinitive, participles, five persons of the pres. indic., the imperat., and throughout the impf. indic. The **-e** of the 3d sing., pres. indic., is lost after it, as in other verbs with a sibilant stem: see the remarks under *dizer*; in the imperat. sing. the **-e** may appear. The stem **trag-** appears in the 1st sing., pres. indic., and, therefore, throughout the pres. subj. The fut. indic. and the cond. have a contract infinitive as basis, **trar-**, which will become **tra-** before certain object pronouns: **trá-lo-(h)á**, *he will bring it*. The pret. indic. is strong and the **x** of its stem (and that of related tenses) is pronounced like English *ss*.

308. *jazer[e], to lie, be situated*

PRES. PART. } (<i>Gerund</i>) } jaz-endo	PAST PART. jaz-ido
--	--------------------

PRES. INDIC.

jaz-o } (jaç-o) }	jaz-es	jaz	jaz-emos[e]	jaz-eis	jaz-em
----------------------	--------	-----	-------------	---------	--------

PRES. SUBJ.

jaz-a (jaç-a)	jaz-as (jaç-as)	jaz-a (jaç-a)	jaz-amos (jaç-amos)	jaz-ais (jaç-ais)	jaz-am (jaç-am)
------------------	--------------------	------------------	------------------------	----------------------	--------------------

IMPERAT. jaz(e)

jaz-ei

FUT. INDIC.

jazer-ei, etc. (*regular*)

COND.

jazer-ia, etc. (*regular*)

IMPF. INDIC.

jaz-ia, etc. (*regular*)

PRET. INDIC.

jaz-i (jouv-e)	jaz-este[e] (jouv-este[ε])	jaz-eu[e] (jouv-estes[ε])		
	jaz-emos[e] (jouv-emos[ε])	jaz-estes[e] (jouv-estes[ε])	jaz-eram[e] (jouv-eram[ε])	

PLUPERF. INDIC.

jaz-era[e], etc. (<i>regular</i>) (jouv-era[ε])	jaz-eras[e] (jouv-eras[ε])	jaz-era[e] (jouv-éramos)		
	(jouv-éreis)	(jouv-éreis)	(jouv-éram[ε])	

IMPF. SUBJ.

jaz-esse[e], etc. (<i>regular</i>) (jouv-esse[ε]), etc.
--

FUT. SUBJ.

jaz-er[e], etc. (<i>regular</i>) (jouv-er[ε]), etc.
--

PERS. INF.

jaz-er[e], etc. (*regular*)

In so far as *jazer* is used at all today, and it is really employed only in *aqui jaz* (*jazem*), *here lies* (*lie*), and in certain other forms in literary style, the verb is perfectly regular. The forms in parentheses are now antiquated.

309. prazer[e], *to please*

PRES. PART. (<i>Gerund</i>)	praz-endo	PAST PART.	praz-ido
----------------------------------	-----------	------------	----------

PRES. INDIC., 3d sing.	praz	3d pl.	praz-em
------------------------	------	--------	---------

PRES. SUBJ., 3d sing.	praz-a	3d pl.	praz-am
-----------------------	--------	--------	---------

IMPERAT.	<i>None</i>	
FUT. INDIC.	prazer-á	praizer-ão
COND.	praizer-ia	praizer-iam
IMPF. INDIC.	praz-ia	praz-iam
PRET. INDIC.	prouv-e	prouv-eram[ɛ]
PLUPERF. INDIC.	prouv-era[ɛ]	prouv-eram[ɛ]
IMPF. SUBJ.	prouv-esse[ɛ]	prouv-essem[ɛ]
FUT. SUBJ.	prouv-er[ɛ]	prouv-erem[ɛ]

Prazer and the derivative aprazer, of like meaning, are used only in the 3d pers. of the various tenses and in the non-finite forms. The preterite and related tenses have a strong stem and the stressed flectional vowel e is open.

310. Irregular Present Tenses

The following verbs are irregular only in the 1st sing., pres. indic., and, consequently, the whole of the pres. subj. All other forms are perfectly regular as of either the second or third conjugation:

- perder, *to lose, destroy*: perco, perca, etc.
- valer, *to be worth, avail*: valho, valha, etc.
- parir, *to bring forth*: pairo, paira, etc.
- medir, *to measure*: meço, meça, etc.
- ouvir, *to hear*: ouço (oiço), ouça (oiça), etc.
- pedir, *to ask (for)*: peço, peça, etc.

perder[ɛ], *to lose, destroy*

PRES. PART. (Gerund)	} perd-endo	PAST PART.	perd-ido
-------------------------	-------------	------------	----------

PRES. INDIC.

perc-o[ɛ] perd-es[ɛ] perd-e[ɛ] perd-emos[ɛ] perd-eis perd-em[ɛ]

PRES. SUBJ.

perc-a[ɛ] perc-as[ɛ] perc-a[ɛ] perc-amos perc-ais perc-am[ɛ]

IMPERAT.

perd-e[ɛ]

perderei, etc.; perderia, etc.; perdia, etc.; perdi, perdeste[ɛ], etc.;
perdera[ɛ], etc.; perdesse[ɛ], etc.; perder[ɛ], etc.; perder[ɛ], etc.

valer[e], to be worth, avail

PRES. PART.	} val-endo (<i>Gerund</i>)	PAST PART.	val-ido
PRES. INDIC.	valh-o	val-es	val-e
PRES. SUBJ.	valh-a	valh-as	valh-a
IMPERAT.		val-e	val-ei

valerei, etc.; valeria, etc.; valia, etc.; vali, valeste[e], etc.;
valera[e], etc.; valesse[e], etc.; valer[e], etc.; valer[e], etc.

parir, to bring forth

PRES. PART.	} par-indo (<i>Gerund</i>)	PAST PART.	par-ido
PRES. INDIC.	pair-o	par-es	par-e
PRES. SUBJ.	pair-a	pair-as	pair-a
IMPERAT.		par-e	par-i

parirei, etc.; pariria, etc.; paria, etc.; pari, pariste, etc.;
parira, etc.; parisse, etc.; parir, etc.; parir, etc.

medir, to measure

PRES. PART.	} med-indo (<i>Gerund</i>)	PAST PART.	med-ido
PRES. INDIC.	meç-o[ε]	med-es[ε]	med-e[ε]
			med-imos
			med-is
			med-em[ε]
PRES. SUBJ.	meç-a[ε]	meç-as[ε]	meç-a[ε]
			meç-amos
			meç-ais
			meç-am[ε]
IMPERAT.	med-e[ε]		med-i

medirei, etc.; mediria, etc.; media, etc.; medi, mediste, etc.;
medira, etc.; medisse, etc.; medir, etc.; medir, etc.

ouvir, to hear

PRES. PART.	} ouv-indo (<i>Gerund</i>)	PAST PART.	ouv-ido
PRES. INDIC.	ouç-o	ouv-es	ouv-e
	oiç-o		ouv-imos
			ouv-is
			ouv-em

PRES. SUBJ.					
ouç-a	ouç-as	ouç-a	ouç-amos	ouç-ais	ouç-am
oiç-a	oiç-as	oiç-a	oiç-amos	oiç-ais	oiç-am

IMPERAT.	ouv-e	ouv-i
----------	-------	-------

ouvirrei, etc.; ouviria, etc.; ouvia, etc.; ouvi, ouviste, etc.;
ouvira, etc.; ouvisse, etc.; ouvir, etc.; ouvir, etc.

In Lisbonese the diphthong *oi* may replace *ou* before *c* in this verb, but not otherwise.

pedir, to ask (for)

PRES. PART.	} ped-indo	PAST PART.	ped-ido
(Gerund)			

PRES. INDIC.					
peç-o[ɛ]	ped-es[ɛ]	ped-e[ɛ]	ped-imos	ped-is	ped-em[ɛ]

PRES. SUBJ.					
peç-a[ɛ]	peç-as[ɛ]	peç-a[ɛ]	peç-amos	peç-ais	peç-am[ɛ]

IMPERAT.	ped-e[ɛ]	ped-i
----------	----------	-------

pedirei, etc.; pediria, etc.; pedia, etc.; pedi, pediste, etc.;
pedira, etc.; pedisse, etc.; pedir, etc.; pedir, etc.

Like *pedir* are conjugated the verbs *despedir, to dismiss; despedir-se, to take leave; impedir, to impede, prevent.*

311. Irregular Past Participles

Certain of the irregular verbs with which we have dealt have only irregular past participles: *dizer, to say, dito; fazer, to do, feito; pôr, to put, pôsto; ver, to see, visto; vir, to come, vindo.*

312. Past Participles of *abrir, cobrir, escrever*

There are three verbs otherwise entirely regular in their flexional endings that have only irregular past participles. They are:

*abrir, to open, aberto[ɛ]
cobrir, to cover, coberto[ɛ]
escrever, to write, escrito*

313. Verbs Having Two Past Participles

Besides their regular past participle, some verbs have another, which may be an abstract from the Portuguese verb. Thus:

- juntar, *to bring together*, juntado and junto
- salvar, *to save*, salvado and salvo
- pagar, *to pay*, pagado and pago
- ganhar, *to gain*, ganhado and ganho

As a rule, it is the regular participle of such verbs that is employed with *ter* to form the perfect tenses of the individual verb. The other form is adjectival in its nature and is used with *ser*, *to be*, to form a passive construction or merely as a participial adjective modifying a substantive. The three usages may be illustrated thus:

Ela tem juntado grandes cabedais.	<i>She has amassed a great fortune</i> (more literally, <i>she has brought together great capital</i>). <i>That fortune has been amassed by dint of great economy.</i>
Aquela fortuna tem sido junta à custa de grande economia.	<i>All that great fortune that-has-been-amassed is in the hands of a single person.</i>
Toda essa grande fortuna junta está nas mãos duma só pessoa.	

List of Verbs

The following list embraces radical-changing and irregular verbs and, indeed, all those whose peculiarities are treated in paragraphs 273 to 313. Radical-changing verbs that show the fact graphically and verbs in -ear, -iar have the variant vowels written after them. The numbers refer to paragraphs. The abbreviations used are: *def.*, defective; *irr.*, irregular; *p.p.*, past participle; *rad. ch.*, radical-changing; *reg.*, regular.

abolir to abolish: <i>def.</i> , 287	advir to supervene: <i>irr.</i> , 292
abonar to guarantee: <i>rad. ch.</i> , 281, b	aferir (i) to compare: <i>rad. ch.</i> , 286, b1
abrir to open: <i>rad. ch.</i> , 286, a; <i>p.p.</i> <i>irr.</i> , 312	agredir (i) to attack: <i>rad. ch.</i> , 286, b and b3
abster to restrain: <i>irr.</i> , 291; abster-se to abstain: <i>irr.</i> , 291	aguilar to water: 282, c
aconselhar to advise: <i>rad. ch.</i> , 281, d	alumiar to light: 282, b
acudir (o) to hasten, have recourse: <i>rad. ch.</i> , 286, b5	amar to love: 281, b
advertir (i) to warn: <i>rad. ch.</i> , 286, b1	ansiár (ei) to yearn: 282, b
	antepor to put before, prefer: <i>irr.</i> , 306

anterver to foresee: *irr.*, 301
 apanhar to grasp: *rad. ch.*, 281, *a*
 aprazer to please: *irr.*, 309
 arguir to argue: 275, *d*
 assentir to assent: *rad. ch.*, 286, *b2*
 ater to adhere: *irr.*, 291
 atrair to attract: 277

bater to beat: *rad. ch.*, 285, *a*
 bemdizer to bless: *irr.*, 302
 boiar to float: *rad. ch.*, 281
 bosquejar to sketch: *rad. ch.*, 281, *d*
 bramir to roar: *rad. ch.*, 286, *a*
 bulir (*o*) to stir: *rad. ch.*, 286, *b5*

caber to be contained, fit: *irr.*, 295
 caçar to hunt: 274, *c*
 cair to fall: 277
 carpir to snatch: *rad. ch.*, 286, *a*
 ceiar (*ei*) to take supper: 282, *a*
 chegar to arrive: *rad. ch.*, 281, *d*
 coar to filter: *rad. ch.*, 281, *c*
 cobrir (*u*) to cover: *rad. ch.*, 286, *b1*; *p.p. irr.*, 312
 comer to eat: *rad. ch.*, 280, 285, *b*
 comerciar (*ei*) to trade: 282, *b*
 compelir (*i*) to compel: *rad. ch.*, 286, *b1*
 competir (*i*) to compete: *rad. ch.*, 286, *b1*
 compor to compose: *irr.*, 306
 condizer to agree: *irr.*, 302
 conduzir to conduct: 275, *e*
 conferir (*i*) to confer: *rad. ch.*, 286, *b1*
 conhecer to know: 275, *a*
 conseguir (*i*) to obtain: *rad. ch.*, 286, *b1*; 275, *d*
 consentir (*i*) to consent: *rad. ch.*, 286, *b2*
 construir (*o* or *u*) to construct: *rad. ch.*, 286, *b5*
 consumir (*o*) to consume: *rad. ch.*, 286, *b5*
 conter to contain: *irr.*, 291
 contradizer to contradict: *irr.*, 302
 contrafazer to counterfeit: *irr.*, 303
 contrapor to oppose, compare: *irr.*, 306
 contravir to contravene: *irr.*, 292
 convir to agree, suit: *irr.*, 292
 copiar to copy: 282, *b*

corar to color: 284
 cortar to cut: *rad. ch.*, 281
 crear to create: 282, *a*
 crer to believe: *irr.*, 299; 277
 criar to create: 282, *a*
 cubrir: *cf. cobrir*
 cuspir (*o*) to spit: *rad. ch.*, 286, *b5*

dar to give: *irr.*, 289
 deduzir to deduct: 275, *e*
 deferir (*i*) to defer, confer: *rad. ch.*, 286, *b1*
 delinqüir to be delinquent: 275, *c*
 demolir to demolish: *def.*, 287
 denegrir (*i*) to blacken, *rad. ch.*, 286, *b3*
 denigrir: *cf. denegrir*
 depor to depose: *irr.*, 306
 desavir to make inimical: *irr.*, 292
 descobrir (*u*) to discover: *rad. ch.*, 286, *b1*
 desdizer to contradict, deny, retract: *irr.*, 302
 desfazer to undo, destroy: *irr.*, 303
 desmentir (*i*) to belie: *rad. ch.*, 286, *b2*
 despedir to dismiss: *irr.*, 310; *des-*
pedir-se to take leave: *irr.*, 310
 despir (*i*) to strip: *rad. ch.*, 286, *b1*
 desprover to deprive, leave unpro-
 vided: *irr.*, 301
 desservir (*i*) to harm: *rad. ch.*, 286, *b1*
 destruir (*o* or *u*) to destroy: *rad. ch.*, 286, *b5*
 deter to detain: *irr.*, 291
 dever to be obliged: *rad. ch.*, 285, *b*; 280
 digerir (*i*) to digest: *rad. ch.*, 286, *b1*
 dirigir to direct: 275, *b*
 dispor to dispose: *irr.*, 306
 dissentir (*i*) to dissent: *rad. ch.*, 286, *b2*
 divertir (*i*) to divert: *rad. ch.*, 286, *b1*
 dizer to say: *irr.*, 302
 domar to tame: *rad. ch.*, 281, *b*
 dormir (*u*) to sleep: *rad. ch.*, 286, *b*
 and *b1*; 280, footnote

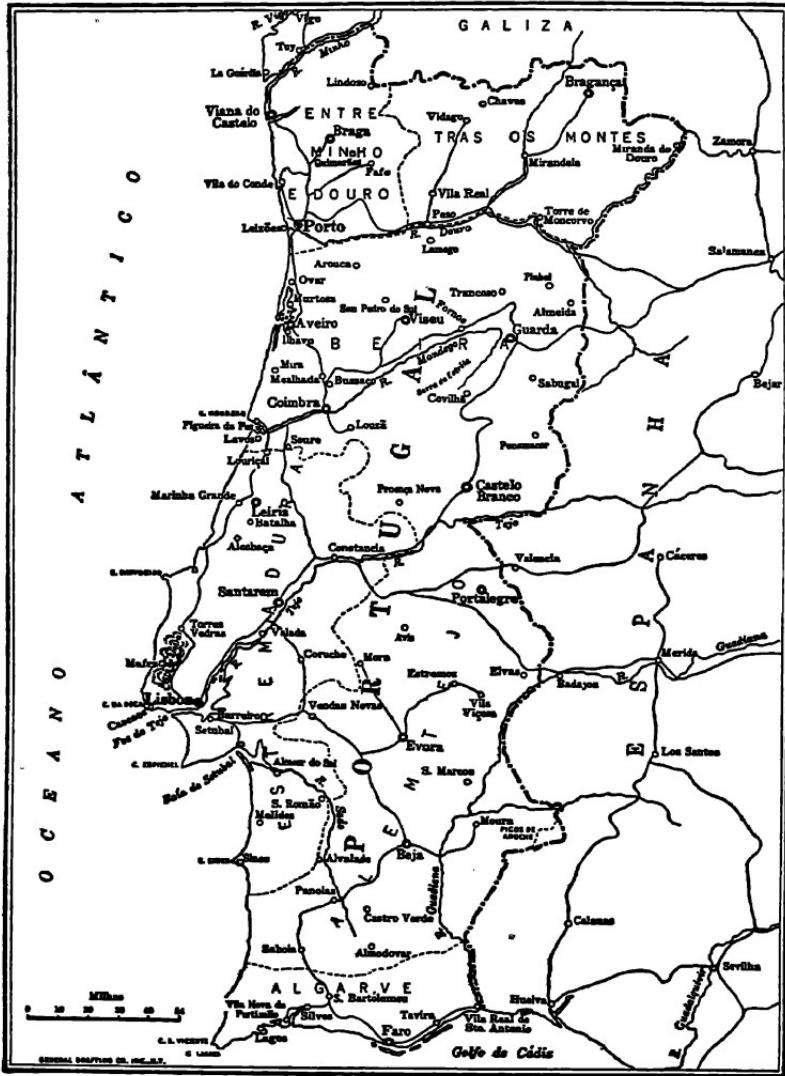
eleger to choose: 275, *b*
 embainhar to sheathe: 276
 empedernir to harden: *def.*, 287
 engomar to starch: *rad. ch.*, 281, *b*

engulir to swallow: *rad. ch.*, 286, b1.
 N.B.
 enraizar to take root: 276
 ensaiar to try: *rad. ch.*, 281
 entreter to entertain: *irr.*, 291
 entrever to have a glimpse of: *irr.*,
 301
 envejar to envy: *rad. ch.*, 281, d
 envergonhar to shame: *rad. ch.*,
 281, a
 exerir (i) to insert: *rad. ch.*, 286, b1
 erguer to erect: 275, d
 escovar to brush: *rad. ch.*, 281, foot-
 note
 escrever to write: *rad. ch.*; *p.p. irr.*,
 312
 esquecer to forget: 284
 estar to be: *irr.*, 290
 expor to expose: *irr.*, 306
 extorquir to extort: *def.*, 287; 275, c
 fabricar to manufacture: 283
 falar to speak: *rad. ch.*, 280; 281
 falir to fail: *def.*, 287
 fazer to do, make: *irr.*, 303
 fechar to close: *rad. ch.*, 281, d
 ferir (i) to wound: *rad. ch.*, 286, b
 and b1; 280
 fier to spin: 282, b
 ficar to remain: 274, a
 florir to flourish: *def.*, 287
 franzir to ruffle: 275, e
 frigir to fry: *cf. frijir*
frijir (e) to fry: *rad. ch. and irr. p.p.*,
 286, b and b4
 fruir to enjoy: 279
 fugir (o) to flee: *rad. ch.*, 286, b5;
 275, b
 ganhar to gain: 281, a, footnote;
p.p. irr. and reg., 313
 ganir to yelp: *rad. ch.*, 286, a
 grelhar to grill: *rad. ch.*, 281, d
 haver to have: *irr.*, 293

impedir to impede, prevent: *irr.*, 310
 impor to impose: *irr.*, 306
 indispor to indispose: *irr.*, 306
 induzir to induce: 275, e
 inserir (i) to insert: *rad. ch.*, 286, b1

interdizer to interdict: *irr.*, 302
 interpor to interpose: *irr.*, 306
 intervir to intervene: *irr.*, 292
 invejar to envy: *rad. ch.*, 281, d
 ir to go: *irr.*, 297
 jazer to lie, be situated: *irr.*, 308
 juntar to bring together: *p.p. reg.*
 and *irr.*, 313
 ler to read: *irr.*, 300; 277
 levar to carry: *rad. ch.*, 281
 licenciar (ei or i) to dismiss: 282, b
 luzir to shine: 275, e
 maldizer to slander: *irr.*, 302
 manter to maintain: *irr.*, 291
 medir to measure: *irr.*, 310
 mentir (i) to lie: *rad. ch.*, 286, b2
 meter to put: *rad. ch.*, 285, b
 munir to furnish: *def.*, 287
 negociar (ei) to carry on business:
 282, b
 obsequiar (ei) to favor: 282, b
 obter to obtain: *irr.*, 291
 odiar (ei) to hate: 282, b
 opor to oppose: *irr.*, 306
 ordenhar to milk: *rad. ch.*, 281, a
 and d
 ouvir to hear: *irr.*, 310
 pagar to pay: *p.p. reg. and irr.*, 313
 parir to bring forth: *irr.*, 310
 partir to depart: *rad. ch.*, 286, a;
 280
 passear (ei) to take about, walk
 about: 282, a
 pedir to ask (for): *irr.*, 310
 penar to pain: *rad. ch.*, 281, b
 perder to lose, destroy: *irr.*, 310
 perfazer to perfect, complete: *irr.*,
 303
 poder to be able: *irr.*, 305
 pôr to put: *irr.*, 306
 pratear (ei) to silver, plate: 282, a
 prazer to please: *irr.*, 309
 predizer to predict: *irr.*, 302
 preferir (i) to prefer: *rad. ch.*, 286, b1
 pregar to nail, fix: *rad. ch.*, 284

- prègar** to preach: 284
premiar (ei) to reward: 282, b
presenciar (ei or i) to witness: 282, b
pressentir (i) to have a presentiment of: *rad. ch.*, 286, b2
prevenir to anticipate, prevent: *rad. ch.*, 286, b3
prever to foresee: *irr.*, 301
procrear (ei or i) to procreate: 282, a
produzir to produce: 275, e
proferir (i) to utter: *rad. ch.*, 286, b1
progredir (i) to progress: *rad. ch.*, 286, b3
propor to propose: *irr.*, 306
prosseguir, proseguir (i) to pursue, prosecute: *rad. ch.*, 286, b1; 275, d
prover to provide: *irr.*, 301
provir to proceed (from), emanate: *irr.*, 292
querer to wish, like: *irr.*, 304
recear (ei) to fear: 282, a
recobrir (u) to re-cover: *rad. ch.*, 286, b1
recrear (ei) to divert, amuse: 282, a
recriar to re-create: 282, a
reduzir to reduce: 275, e
refazer to remake, restore: *irr.*, 303
referir (i) to refer, report: *rad. ch.*, 286, b1
reflectir (i) to reflect: *rad. ch.*, 286, b1
refugir (o) to flee again, recede: *rad. ch.*, 286, b5
rehaver to get back: *irr.*, 293
remar to row: *rad. ch.*, 281, b
remediar (ei) to remedy: 282, b
remir (i) to redeem: *rad. ch.*, 286, b3
renhir to quarrel: *def.*, 287
repelir (i) to repel: *rad. ch.*, 286, b1
repetir (i) to repeat: *rad. ch.*, 286, b1
ressentir (i) to feel again, resent: *rad. ch.*, 286, b2
reter to retain: *irr.*, 291
retorquir to retort: *def.*, 287; 275, c
rever to see again, review: *irr.*, 301
revestir (i) to clothe: *rad. ch.*, 286, b1
rir to laugh: *irr.*, 298
rogar to ask: 274, b
saber to know, know how: *irr.*, 294
sacudir (o) to shake: *rad. ch.*, 286, b5
sair to go out: 277
salvar to save: *p.p. reg. and irr.*, 313
sanar to heal: 281, b
satisfazer to satisfy: *irr.*, 303
saudar to salute: 276
secar to dry: *rad. ch.*, 281, footnote; 274, a
seguir (i) to follow: *rad. ch.*, 286, b1; 275, d
sentenciar (ei or i) to sentence: 282, b
sentir (i) to feel: *rad. ch.*, 286, b and b2
ser to be: *irr.*, 296
servir (i) to serve: *rad. ch.*, 286, b1
sobrevir to occur: *irr.*, 292
soer to be wont: 278
soltar to release: *rad. ch.*, 284
somar to add up: *rad. ch.*, 281, b
sorrir to smile: *irr.*, 298
subir (o) to mount: *rad. ch.*, 286, b5
submergir to submerge: *def.*, 287
sumir (o) to sink: *rad. ch.*, 286, b and b5
supor to suppose: *irr.*, 306
suster to sustain: *irr.*, 291
ter to have: *irr.*, 291
tomar to take: *rad. ch.*, 281, b
tossir (u) to cough: *rad. ch.*, 286, b1
transgredir (i) to transgress: *rad. ch.*, 286, b3
transpor to transpose: *irr.*, 306
trazer to bring, wear: *irr.*, 307
valer to be worth, avail: *irr.*, 310
ver to see: *irr.*, 301
vestir (i) to dress: *rad. ch.*, 286, b1
vir to come: *irr.*, 292



MAPA DE PORTUGAL

APPENDIX¹

Pronunciation

1. The language of the educated native of the region including Coimbra and Lisbon is generally regarded as standard Portuguese. There are, of course, dialectal differences of pronunciation in the motherland, Portugal, but they are not so marked as to make it impossible for an inhabitant of any one part of the country to understand an inhabitant of any other part. The speech of the cultured Brazilian does not differ in essentials from that of the educated Portuguese.

For foreigners, Portuguese presents many difficulties of pronunciation. An attempt is made to state here the necessary facts. Let it be understood at once that the English equivalents given are often only approximations to the real sound. To arrive at real accuracy in our indication of pronunciation we resort not infrequently to the phonetic notation elaborated by the late Portuguese scholar, A. R. Gonçalves Viana, a great apostle of Portuguese spelling reform and a great master of Portuguese phonetics. It will be noted that the phonetic symbols he employs differ in some cases from the simplified system used in the text. We have taken cognizance of the reformed spelling which received the official sanction of the Portuguese Government in 1911. Its main features are set forth by Gonçalves Viana in his *Vocabulário ortográfico e ortoépico* and *Vocabulário ortográfico e remissivo*.

The Alphabet

2. The following list gives the signs composing the Portuguese alphabet, with the Portuguese names for them:

¹ Since this is a reprint of the Introduction to the first edition, the original paragraph numbering has been kept.

a (*a*), b (*bê*), c (*cê*), d (*dê*), e (*e*), f (*efe*), g (*gê*), h (*agá*), i (*i*), j (*jota*), k (*ka*), l (*ele*), m (*eme*), n (*ene*), o (*o*), p (*pê*), q (*quê*), r (*erre*), s (*esse*), t (*tê*), u (*u*), v (*vê*), x (*xis*),¹ y (*ipsilon*), z (*zê*).

All the letters are masculine in gender, thus: o a, o b, o c, etc.

The digraphs ch (*cê agá*), lh (*ele agá*), and nh (*ene agá*) should properly be regarded as individual signs in the alphabet, since they denote simple sounds. A simple sound is also indicated by ç (*c* with a cedilla, = ss). Until recently ph, th and "hard" ch (different from the ch just mentioned) occurred in certain words of Greek origin with the values of f, t, and k: *philosophia*, *teatro*, *monarca*, *máchina*. In the reformed spelling ph is supplanted by f, th by t, and "hard" ch by c or (before e or i) by qu: hence *filosofia*, *teatro*, *monarca*, *máquina*. For rh see § 32. In the words in which y occurs (they are chiefly of Greek origin) it has the values of Portuguese i, and in the reformed spelling it is eliminated entirely in favor of i.

Table of Phonetic Symbols

3. The examples in the following table are in ordinary orthography. The heavy type indicates the sounds which correspond to the phonetic symbols. The entire phonetic transcription of the examples is given within brackets.

SYMBOLS	EXAMPLES
a	1. open: <i>lado</i> [laðu]. Cf. Eng. <i>a</i> in <i>part</i> . 2. open, but with tongue farther back: <i>falta</i> [fałtə], <i>mau</i> [maǔ]. Between Eng. <i>a</i> in <i>part</i> and that in <i>pastry</i> .
æ	<i>saber</i> [səbər], <i>cama</i> (both a's) [kəmə], <i>fecha</i> (both e and a) [fəʃə]. Between Eng. <i>a</i> in <i>bad</i> and that in <i>idea</i> .
ɛ	open: <i>pê</i> [pe], <i>género</i> [ʒenəru]. Cf. Eng. <i>e</i> in <i>bet</i> .
e	close: <i>fazer</i> [fezə], <i>devo</i> [devu]. Like Eng. <i>ey</i> in <i>they</i> , but without the Eng. final <i>i</i> glide.
ə	neutral or "mute": <i>pedir</i> [pədir], <i>arte</i> [aɾtə], <i>vizinho</i> [vəzinhu]. Cf. French <i>cerise</i> (both e's).
i	1. close: <i>miro</i> [mīru], <i>educar</i> [idukar]. As in Eng. <i>frequent</i> (first e) <i>meeting</i> (the ee), but without the Eng. glide or drawl. 2. semi-open: <i>mil</i> [mīl]. Cf. Eng. <i>bill</i> .
ɪ	open: <i>fechar</i> [fīchar], <i>lápis</i> [lapīs]. Cf. Eng. <i>i</i> in <i>perish</i> .
ɨ	semi-consonant: <i>glória</i> [glōriã], <i>rédea</i> (second e) [rredéa]. Cf. the

¹ Pronounced [iʃ].

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- second *i* of Eng. *filial*. The [i] is also used to indicate the final unstressed *i* of diphthongs, as in *pai* [paɪ], *boi* [boɪ].
- o open: *dô* [dɔ], *gosta* [gɔ̃st̪a]. Cf. Eng. *o* in *north*.
- o close: *boca* [bɔkə], *gôsto* (first o) [gõstu]. Cf. Eng. *o* in *note*, but without the Eng. final *u* glide.
- u close: *cru* [kru], *mudo* (both u and o) [muðu]. Like Eng. *u* in *rule*, but without the Eng. glide or drawl.
- ü semi-consonant: *qual* [küaɫ], *água* [agü̃a]. Cf. Eng. *w* in *wet*. The [ü] is also used to indicate the final unstressed *u* of diphthongs, as in *pau* [paʊ̃], *céu* [seʊ̃].
- ẽ, ê, ë, ï, ò, ù, indicate the nasal vowels that correspond to the oral vowels described above.
- b stop: *boda* [bod̪a], *ambos* [ẽmbũs]. Cf. Eng. *b*.
- v fricative: *cabo* [kabũ], *lobo* [lobũ]. Cf. Spanish *b* in *estaba*.
- d stop: *doze* [doz̪ə], *espalda* [ĩspal̪d̪a]. Cf. Eng. *d*.
- đ fricative: *cada* [kəd̪ə], *boda* [bod̪a]. Cf. Span. *d* in *cansado*.
- f falar [falã]. Cf. Eng. *f*.
- g stop: *gato* [gatũ], *manga* [mẽŋga]. Cf. Eng. *g* in *go*.
- g fricative: *lago* [lagũ], *soga* [sɔ̃ga]. Cf. Span. *g* in *lago*.
- k casa [kaz̪a], *banco* [bẽŋku], *quatro* [küat̪u]. Cf. Eng. *k*.
- l front: *lua* [lũa], *fala* [fał̪a]. Cf. Eng. *l* in *lake*.
- l back: *mal* [mał̪], *mil* [mił̪]. Cf. Eng. *l* in *all*.
- ñ palatal: *filho* [fił̪u]. Cf. Span. *ll*.
- m mae [mã̃i], *cama* [kem̪a]. Cf. Eng. *m*.
- n nada [nãd̪a], *cano* [ken̪u]. Cf. Eng. *n* in *none*.
- ŋ velar: *cineo* [sĩŋku], *manga* [mẽŋga]. Cf. Eng. *n* in *bank*.
- ɲ palatal: *ninho* [niŋu], *banho* [baŋu]. Cf. Span. *ñ* in *baño* and French *gn* in *agneau*.
- p pau [paʊ̃], *roupa* [rropẽ]. Cf. Eng. *p*.
- r̪ cara [kař̪a], *touro* [torũ]. Cf. Span. *r* in *cara*: somewhat like Eng. *r* in *daring*.
- r̪ slightly more trilled than [i]: *carne* [karne], *Carlos* [karlũ]. Cf. Span. *r* in *carne*, *Carlos*.
- rr̪ with multiple trill: *rato* [rratũ], *carro* [karrũ]. Cf. Span. *rato*, *carro*.
- são [sã̃ũ], *classe* [klase], *caça* [kass̪], *próximo* [prõsimũ]. Cf. Eng. *s* in *sing*, *ss* in *class*, and *c* in *city*.
- ç chuva [čuv̪a], *lápis* [lapič̪], *paz* [paž̪], *caixa* [kač̪ĩa]. Cf. Eng. *sh*.
- t tômo [tomũ], *gato* [gatũ]. Cf. Eng. *t*.

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- v vinho [viju], cava [kavə]. Cf. Eng. *v*.
 z fazer [fezeɪ], casa [kazə]. Cf. Eng. *z* in *lazy* and *s* in *rose*.
 3 os mesmos [uʒ mezmuʃ], José [ʒuzɛ], reger [rriʒeɪ]. Cf. Eng. *z* in *azure*.

The Vowels

4. a. This letter has three values:

1. An open sound, similar to the *a* of English *part*, as in *lado*, *side*. This is the usual value of stressed *a*. It occurs also in *á* (= *a + a*), *to the*, and in liaison, as in *a aluna* [alunə], *the pupil*, etc.
2. A back vowel between the English *a* of *part* and that of *paltry*, as in *mal*, *evil*; *falta*, *want*; *faltar* (the first *a*), *to be lacking*; *auto*, *public act, document*; *autor*, *author*. This sound occurs, stressed or unstressed, before 1 final, before 1 plus a consonant (but not 1h), and before *u*. Phonetically we denote *a* in both 1 and 2 by [a].¹
3. A close sound approximate to the *a* of English *above*, the *u* in *cut*, or the *e* of French *me*, *te*, *se*, as in *saber*, *to know*; *porta*, *door*; *cama* (both *a*'s), *bed*; *plano*, *plan*; *aranha* (all three *a*'s), *spider*. This is the usual value of unaccented *a*, except before *u* or before 1 plus a consonant. The value of *a* in 3 is also that of *a*, accented or unaccented, before intervocalic *m*, *n*, or *nh*. But the verb *ganhar*, *to gain*, and its cognates may have open *a* [a], although [ə] is today more common. A few monosyllables which have no accent in the sentence also possess this close or so-called "neutral" *a* sound; e.g., *a*, *to*, *at*; *cada* (both *a*'s), *each*; *para* (both *a*'s), *for*. Phonetically we denote *a* in 3 by the inverted symbol [ə].

5. e. 1. When stressed, this letter has these three values:

- a) An open sound, as in English *bet*: *pé*, *foot*; *pedra*, *stone*; *céu* (older *céo*), *heaven*. Upon occasion this *e* is marked with an acute accent. The open value is also possessed by unaccented *e* before 1 final, or 1 plus a consonant: *amável*, *lovable*; *delgado*, *thin*; *selvagem*, *savage*. Phonetically [e].
- b) A close sound, like the first part of *ey* in English *they* (i.e., without the final glide sound of *ey*) and like the French *e* of *porté*: *sêde*,

¹ Viana uses [A] for 1 and [a] for 2. For convenience we use [a] for both; the aspect of the word will readily reveal the presence of the more open sound described in 2.

thirst; fazer, to do. In some words this e is so close that it resembles the English i of *ill*: *élé, he* (compare *ela* [ɛlə], *she*). Upon occasion this e is marked with a circumflex accent. Phonetically [ē].

- c) A sound like that of close or “neutral” a (e: the third value of a): *cereja* (the second e), *cherry*; *ovelha*, *sheep*; *fecha*, *he closes*. This is usually the value of accented e before the palatal consonant sounds written j, nh, lh, ch, and x. But many cultivated Portuguese use [e] in *cereja*, *ovelha*, *fecha*, etc. And *velho*, *old*, is [vɛlhu], and *mexe*, *he mixes*, being a verb form, is [mɛʃə]. In Lisbonese close or “neutral” a is also the value of e in the diphthong ei: *rei*, *king*. Phonetically [e], as for a in §4, 3.

2. When unaccented, e has these values:

- a) Like the French “mute” e, in fluent speech it is usually silent, or nearly so, at the end of a word, unless it be required as a supporting vowel (as in *alegre*, *merry*): *arte*, *art*; *sente*, *he feels*. Phonetically [a], i.e., inverted [e].
- b) Again it is the “mute” e slightly pronounced within a word: *pedir*, *to ask*; *ordenar*, *to order*; *parecido*, *like*. Phonetically [ə].
- c) It resembles the i of English *perish* when it stands before one of the palatal consonant sounds represented by x, ch, s before a consonant or final, g before e or i, j, lh, and nh: *mexer*, *to mix*; *fechar*, *to close*; *respeito*, *respect*; *azues*,¹ the old spelling of the plural of *azul*, *blue*; *reger*, *to govern*; *tejolo*, *tile*; *melhor*, *better*; *senhor*, *sir*, *gentleman*. Phonetically [i], i.e., inverted [i]. At the beginning of a word and followed by a palatal consonant, it has this same value [i]: *espada*, *sword*; *escrever*, *to write*; *extremo*,² *extreme*; etc. But if initial and not followed by a palatal consonant, it has a closer sound somewhat like that of the first e in the English verb *frequent* or of French i as in *filer*: *efeito*, *effect*; *educar*, *to educate*; *evitar*, *to avoid*; *exército* (x not palatal, but = z), *army*; *existir* (x = z), *to exist*. Phonetically [i]. Both when accented and when unaccented, initial e before x that is pro-

¹ But in the reformed spelling e has been replaced by i in such final diphthongs, except when the diphthong is nasal: *pai*, *father*; *pais*, *fathers*; *azuis*; etc.; but *mãe*, *mother*; *mães*, *mothers*, etc. ² *Extremo*, and other words beginning with ex + consonant, may be pronounced [ɛ!̄—].

nounced like English *z* may become the diphthong *ei* (Lisbonese [ɛi]): so in *existir*; *exacto* [ẽzatu], *exact*; *éxito*, *outcome*. But the pronunciation [i] just indicated is also good in such unaccented cases.

- d) It is like the *y* of English *yet*, when it is unaccented and before another vowel: *rédea*, *rein*; *férreo*, *of iron*. Phonetically [i].
- e) It is like the Portuguese i (first value given below) in the conjunction *e*, *and*. In the sentence this is an unstressed word. Phonetically [i].
- f) Cf. unstressed e in 1 a: *amável*, *lovable*. Phonetically [ɛ].

6. i. When accented, this letter may have two values:

1. A close sound, approximately that of the French *i* or that of the first *e* in the English adjective *frequent* (but without any final glide sound): *ouvi*, *I heard*; *miro*, *I look at*. Phonetically [i].
2. An open sound, somewhat like that of *i* in English *bill*: *mil*, *thousand*; *bilro*, *bobbin*; *viu*, *he saw*. This sound occurs before final l, or l plus a consonant (not lh), or u. In this situation the unaccented i is likely to have the same value: *aviltar*, *to vilify*. Phonetically [i].¹

When unaccented and in a syllable preceding that of a stressed i,² it is reduced in value to that of "mute" e (§ 5, 2 b): *síbilo* (n.) [səbílu], *whistle, hiss*; *dividir* [dəvədi̯r], *to divide*; *vizinho* [vəzínu], *neighbor*. But there it will be like the *i* of English *perish* (§ 5, 2 c), if followed by a palatal consonant: *erigir* [iŋ̯iʒi̯r], *to erect*. Otherwise, unstressed i is like stressed i in 1 or 2.

N.B. The written *y* has long been used as a pure vowel like i: *mystério*, *mystery*. In the reformed spelling i has taken its place: hence *mistério*. For the i of diphthongs, see § 9.

7. o. When accented, this may have two values:

1. An open sound like that of *o* in English *north* (but without any final glide sound) or the open *o* of French *port*: *bola*, *ball*; *dó*, *pain*; *móbil*, *movable*. Upon occasion this o is marked with an acute accent. Phonetically [ɔ].

¹ Viana writes the i of 1 as [i] and the i of 2 as [i], i.e., without the dot. We use but the one phonetic symbol [i]. The sound following the i indicates when it has the value of the i of 2. ² In a series of i's, all preceding the stressed i show this change: *dividir* [dəvədi̯r].

2. A close sound, like that of *o* in English *morality* or in *note* (but without the final *u* glide sound of accented English long *o*): *bôca*, *mouth*; *pôsto*, *place*; *moço*, *young*. In some words the *o* is so close that it approximates the English *u* sound of *poor*, as in *flor*, *flower*. Upon occasion this *o* is marked with a circumflex accent. See also *ou*, § 9, 2, N.B. Phonetically [o].

When unaccented, it is like French *ou* or the *ou* of *Roumanian* and approximates to the *oo* of English *boot* (without the final *u* glide sound); it is short and indistinct in the final syllable: *ovelha*, *sheep*; *orelha*, *ear*; *lograr*, *to obtain*; *romano*, *Roman*; *caso*, *case*. The definite article *o*, *os*, which is unaccented in the sentence, regularly has this value. Phonetically [u].

Initial unstressed *o* is sometimes close *o*, as in *oriente*, *east*; *olhar*, *to look at*; *observar*, *to observe*. But cf. *ovelha*, etc., with *o* = *u*. For unstressed close *o* [o] alternating with stressed open *o* [ɔ] in verb forms, see § 284.

8. *u*. This has the sound of French *ou* and approximately that of *oo* in English *boot* (without its final *u* glide sound); when unaccented it is somewhat shorter than when accented: *cru*, *raw*; *ocupar* (older *occupar*), *to occupy*. Phonetically [u].

As the first and weak element of a diphthong, it has the value of English *w*: *água*, *water*; *qual*, *which*; *quantidade*, *quantity*. Phonetically [ü].

In the combinations *que*, *qui*, *gue*, *gui*, the *u* is silent in most words: *querer*, *to wish*; *quinto*, *fifth*; *guerra*, *war*; *guia*, *guide*. But occasionally it is pronounced as *w*, and a grave accent should appear over it as a sort of diæresis: *freqüente*, *frequent*; *lingüístico*, *linguistic*.

Diphthongs

9. A diphthong is properly a combination of two adjacent vowels into a single syllable. Portuguese diphthongs arise when one of the strong vowels, *a*, *e*, *o*, combines with one of the weak, *i*, *u*; or when one of the weak vowels combines with the other. Occasionally *o* is the weak element of a diphthong and has the value of semi-vocalic *u*, i.e., of *w*. Formerly *e* appeared in a number of cases

as the weak element of a diphthong, and had the value of semi-vocalic i; in the reformed spelling i appears instead of e, when it is the second element of an oral diphthong; e.g., *taes*, pl. *such*, is now *tais*; *faroes*, *lanterns*, is now *faróis*; *azues*, pl. *blue*, is now *azuis*; but e is retained in nasal diphthongs: *mãe*, *mother*; *cães*, *dogs*. As the weak and second element of a diphthong, in which it followed a or e, o was formerly common, where today it is supplanted by u: *pao*, *wood*, *stick*, is now always *pau*; *chapeo*, *hat*, is now *chapéu*; but the o remains in *ao*, *to the*.

The diphthongs may be considered in four groups:

1. With i as the weak element of a falling diphthong, i.e., of a diphthong in which the weak element comes second (and is in post-hiatus):

ai: *pai*, *father*; *pairar*, *to soar*; *paira*, *he soars*. Phonetically this is [aɪ] stressed and [ɛɪ] unstressed.

ei: usually, in Lisbonese, this is pronounced as close or "neutral" a, i.e. [ɛ], plus i: [ɛɪ], as in *rei* [rɛɪ], *king*, pl., *reis* [rɛɪs]. In provincial Portuguese and in Brazilian the e is more often open e, i.e., [ɛ], and *rei*, *king*, is [rɛɪ]. Even in Lisbonese the diphthong occasionally has open e: e.g., *réis*, pl. of *real*, *real* (the money), is [rɛɪs], as distinguished from [rɛɪs], *kings*.

oi: the o may be open [ɔ] or close [o]; hence [ɔɪ] or [oɪ], as in *faróis* [fɐrɔi̯s], *lanterns*, *boi* [boi̯], *ox*. The oi which interchanges with ou (*ouro*, *gold*, and *ouro*) has regularly close o.

ui: phonetically [uɪ]: *fui*, *I was*; *azuis* [ɛzuɪ̯s], pl. *blue*.

2. With u as the weak element of a falling diphthong:

au: this has the very open a and is phonetically [aʊ], whether stressed or unstressed: *causa* [kaʊzə] *cause*; *causar* [kaʊzər] *to cause*. In *ao*, *to the*, etc., always unstressed, the a does become close a [ɛ] and the o is semi-vocalic u: [ɛʊ].

eu: the e is either open [ɛ] or close [e]; hence [ɛʊ] or [eʊ]: *chapéu*, [tʃapéu], *hat*; *temeu* [tomeʊ], *he feared*.

iu, *io*: phonetically [iʊ]: *viu* [viʊ], *he saw*; *frio* [friʊ], *cold*.

N.B. The spelling ou denotes today in Lisbonese a close o sound [o] or it interchanges with oi [oɪ]: *ouro* [oru] or *ouro* [o̯ru], *gold*; *ouço* [osu] or *oiço* [o̯s̯u], *I hear*. In Lisbonese oi is usually preferred to ou, as *oiço*; *ouro*; *dois*, *two* (*dous* is rare); etc. But in certain instances only ou [o]

occurs, as in *ou*, *or*; the preterite ending *-ou* as in *chegou* [ʃego], *he arrived*; and the stem of certain strong preterites and their related tenses: *couve* from *caber*, *to be contained*; *soube* from *saber*, *to know*; *trouxe* [tɾuʃe] from *trazer*, *to bring*; *coubera*, *coubesse*, etc. As a real diphthongal *ou* [oũ], corresponding to the spelling, the sound is heard in provincial Portuguese and in Brazilian. For our present purposes *ou* may be regarded as close o [o].

3. With i, e — both [i] —, as the weak element of a rising diphthong (i.e., one in which the weak element comes first and is in hiatus):

ia: *diabo*, *devil*; *rial* (*older real*), *royal*¹; *glória*, *glory*.

ea: *real*, *real*, *true*; *rédea*, *rein*. Phonetically stressed [ia] and unstressed [ɪa].

ie: *dieta*, *diet*; *série*, *series*. Phonetically, stressed [ie] and unstressed [ɪe].

io, eo: the o may be open, or close, or, if unstressed, weakened to u: *pior* (*older peor*) [pʃɔɪ̯], *worse*; *miolos* [miola̯s], *brains*; *miolo* [mia̯lo], *crumb*; *vários* [vai̯rūs], *several*; *férreo* [ferr̩iu̯], *of iron*. Phonetically [iɔ̯], [iɔ̯], [iu̯].

iu: phonetically [ju̯]: *a miudo*, *often*.

N.B. If the diphthong occurs in a stressed syllable, the accent will fall on the a, e, o, or u. When it stands in an unstressed syllable, neither element of it has an accent; the first element is simply y [i] in value and the second is phonetically [ɛ], [ə], or [u].

4. With u, o — both [ü] —, as the weak element of a rising diphthong:

ua, oa: *quatro*, *four*; *quarenta*, *forty*; *soar* [süa̯r], *to sound*; *soará* [süa̯ra̯], *it will sound*. Phonetically, stressed [üa̯], unstressed [üə̯].

ue, oe: the e is either open or close: *sueco* [stü̯ku̯], *Swedish*; *poema* [pü̯ema̯], *poem*. Phonetically [üe̯], [ü̯e̯].

ui, oi: phonetically [üi̯]: *ruido*, *noise*; *moinho*, *mill*.

Triphthongs

10. Three adjacent vowels may combine into a single syllable to form a triphthong. The middle vowel is always strong (a, e, o) and has

¹ Note the new spellings, *rial* for older *real* in the sense of *royal*, and *pior* for older *peor*. But *real*, *real*, *true*, still keeps the old spelling with e.

the stress; the other two are weak in sound. Here are examples of triphthongs:

- leais, *loyal* (pl. of leal): [lai̯]
- fiéis, *faithful* (pl. of fiel): [fei̯]
- fieis, pres. subj., 2d pl., of fiar, *to spin*: [fei̯]
- miau, *miaow*: [iau̯]
- poeira, *dust*: [uei̯]

Nasalization

11. The nasalization of vowels and diphthongs is a conspicuous trait of Portuguese. When the last syllable of a word is nasalized, the fact may be indicated by a mark called *til*, which is placed over an a or an o: lá, *wool*; naçāo, *nation*; naçōes, *nations*. In the case of a diphthong the nasal effect extends to both its elements, although the *til* is written over only one.

Final m indicates nasalization of the preceding sound. In im, um, and om, the vowels are simply nasalized; in am and em, the process of nasalization converts the vowels into nasal diphthongs, and -am is phonetically [ə̯m], while -em is [ə̯i̯]: fim [fi̯], end; algum [algi̯m], some; bom [bo̯m], good; falam [fałam̯], they speak; bem [be̯m], well. Except in liaison with the initial stop consonant (b, p, d, t, "hard" g, c = k, q) of a following word, the m has no consonantal value; thus, bem escri(p)to, *well written*, is [be̯m̯ iſkritu̯] and has no pronounced m; while bem preparado, *well prepared*, is [be̯m̯ p̯repaɾaðu̯], with a real m kept by the initial labial stop consonant of the next word. Similarly an n, dental or velar, is produced when, in liaison or in a compound, the next word begins with a dental (d or t) or a velar ("hard" g, c = k, q) stop consonant, as in bem tratado, *well treated* [be̯m̯ tɾatadu̯]; bem crido, *well believed* [be̯m̯ kɾidu̯]; bemquisto, *well liked* [be̯m̯ kiſtu̯]. In like fashion an m, or a dental or velar n, is produced after final á: lá branca, *white wool*, is [lā̯m̯ brẽŋkə̯]; lá tinta, *dyed wool*, is [lā̯n̯ tinte̯]; lá cardada, *carded wool*, is [lā̯n̯ kərdaðə̯]. Final m becomes n before declensional s: homens, fins, bons, and alguns are the plurals of homem, fim, bom, and algum, respectively. Within a word, m or n plus a stop consonant, b, p, "hard" c, q, "hard" g, d, and t, will nasalize a preceding vowel and still retain their own consonantal force: campo [kẽmpu̯], field; semblante [sẽblã̯ntə̯], *semblance, face*; ponto [põntu̯], *point*. Before other consonants only the nasal resonance of the vowel is heard: honra, *honor*, is [ɔrrə̯]; senso, *sense*, is [sẽsu̯].

Formerly Portuguese wrote a double *m* and *n* that was pronounced as single and did not nasalize the preceding vowel. Now only one *m* and one *n* will be written in most cases: as in *gramática*, not *grammática*, *grammar*; *ano*, not *anno*, *year*. Otherwise *mm* and *nn* can appear only where the first *m* or *n* belongs to a prefix and really nasalizes the vowel before it: see *m* and *n* below. Vowels are not nasalized before *nh*; *punho*, *fist*, has an oral *u*. Here is a list of the nasal vowel sounds:

[ɐ̃]: *ambos*, *both*; *tanto*, *so much*

[ẽ]: *vendo*, *I sell*

[ĩ]: *limpo*, *clean*; *lindo*, *pretty*; *fim*, *end*

[õ]: *tonto*, *crazy*

[ũ]: *cúmplice*, *accomplice*; *mundo*, *world*; *um*, *a*, *an*; *atum*, *tunnyfish*

It is always the close or “neutral” quality of a [ɐ̃] that is nasalized, whether it appears as a simple nasal vowel or as part of a nasal diphthong.

Nasal Diphthongs

12. There are four nasal diphthongs in Portuguese. We list them according to their sounds:

[ɐ̃ẽ], written æ, or final -em, or final -en before s: *mæ*, *mother*; *bem* *well*; *homem*, *man*; *homens*, *men*; *tens*, *thou hast*.

[ɔ̃ĩ], written œ: *põe*, *he puts*. The plural *they put* is *põem*: it represents a Vulgar Latin *ponent for Latin *ponunt*, and has a double diphthongal nasal, as it is pronounced [põ̃ĩ].

[ũĩ], written ui: *muito*, *much*; *mui*, *very*. These are the only instances of this nasal diphthong, and no tilde is written on them, although their nasality is clear.

[ɐ̃ə̃], written ão, or -am (final and unstressed, in a verb form of two or more syllables): *mão*, *hand*; *falararam* [felaɾã̃], *they spoke*; *falarão* [felaɾã̃], *they will speak*; *são*, *estão*, *they are*.

N.B. Dialetally, final -om is heard as a nasal diphthong [õ̃]: *bom* [bõ̃]; but Lisbonese has only the simple nasal o [õ] sound for it. In Portuguese and Brazilian dialects, final -em is heard as a real ei [ẽ] nasalized: *bem* [bẽ̃]. In a triphthong only the last two elements can be nasalized: *leão*, *lion*, is [lẽ̃], with only the [ɐ̃] and the [ẽ̃] nasalized; the plural *leões* is [lõ̃], with only the [õ] and the second [ẽ̃] nasalized.

Metaphony or Vowel Harmony

13. In the inflection of nouns, adjectives, and verbs, and in the relations one to another of cognates that obey a system of derivation, there often occur, in the radical syllable, changes of vowel sound due either to (a) shift of accent or to (b) the influence of a vowel sound following the radical syllable. We shall see both processes of change illustrated in the inflection of the verbs, especially of the radical-changing verbs of the second and third conjugations. At present we are concerned with the second process, which is known as metaphony, or vowel harmony, or "umlaut." It is a characteristic feature of the inflection of the Portuguese substantive; often its operations are not revealed in the aspect of the written word.
1. The radical vowels that come into consideration are open and close e [ɛ], [e], and o [ɔ], [o]. The general rule for the treatment of them is that stressed radical close e [e] and o [o] of a primitive or basic word become open e [ɛ] and o [ɔ] in a derivative or a flectional form ending in a [ə] or in e [ə]. Vice versa, open stressed radical e [ɛ] and o [ɔ] of a primitive or basic word become close e [e] and o [o] in a derivative or flectional form ending in o [u]. Gonçalves Viana gives the following examples:

pôço [posu], *well*; poça [pɔsə], *pond*.

lôto [lotu], *lotto* (*the game*); lote [lɔtə], *lot, portion*; lota [lɔtə], *fish sale*, etc.

ôvo [ovu], *egg*; pl. ovos [ɔvuʃ]; ova [ɔvə], *fish roe*; pl. ovas [ɔvəʃ].

porco [poiku], *male pig, boar*; pl. porcos [poikus]; porca [poike], *sow*; pl. porcas [poikes].

dobro [dobiu], *n., double*; dobra [dəbri], *plait, fold*; dobre [dəbriə], *knell*.

roda [rroðə], *wheel*; rôdo [rroðu], *kind of hoe*.

maçaroca [məsərɔkə], *ear of corn*; maçaroco [məsərɔku], *unbaked cake, raised dough*.

capelo [kəpelu], *hood*; capela [kəpele], *chaplet of flowers*.

pega [pega], *handle*; apêgo [əpegu], *attachment, affection*.

ourela [ɔrele], *border, edge*; ourelo [oxelu], *selvage (of cloth)*.

canela [kənelə], *shin*; canêlo [kənelu], *long bone*.

morto [moitū], *dead (man)*; pl. mortos [moitūʃ]; morta [moite], *dead (woman)*; pl. mortas [moiteʃ]; morte [moitə], *death*.

2. It is particularly noticeable that, when the stressed radical vowel of a noun or adjective is close o [o] in the masculine singular, it generally becomes open o [ɔ] in the feminine and in the plural of both genders; the o ending of the masculine plural does not serve to keep the close radical vowel of the singular, as it might be expected to do:

sogro [sogru], *father-in-law*; **sogra** [sogrə], *mother-in-law*; pls. **sogros** [sogru̯s], **sogras** [sogrəs].

porco [poiku], *pig*; **porca** [poikə], *sow*; pls. **porcos** [poiku̯s], **porcas** [poikəs].

torto [toitu], *masc.*, *twisted*; fem. **torta** [tɔrta]; pls. **tortos** [tɔitu̯s], **tortas** [tɔrta̯s].

mimoso [mimozu], *masc.*, *delicate*; fem. **mimosa** [mimoza]; pls. **mimosos** [mimozu̯s], **mimosas** [mimoza̯s].

N.B. To the rule there are numerous exceptions, due to the influence of intervening consonant sounds, or to cross attractions (analogues) of various sorts, or to other causes not always well defined. Thus, **todo** [todu̯], **tôda** [todə̯], *all*, is an exception. And adjectives with stressed radical open e [ɛ] or close e [e] remain unchanged in the masculine plural and the feminine of both numbers:

seco [seku], *dry*; pl. **secos** [seku̯s]; **sêca** [seke̯]; pl. **sêcas** [seke̯s].
fero [feru], *fierce*; pl. **feros** [feru̯s]; **fera** [fe̯ra]; pl. **feras** [fe̯ra̯s].

The Consonants .

14. In accordance with the principles of the reformed spelling there are now written as double consonants in Portuguese only rr, ss, mm, and nn: rr to denote the reinforced pronunciation of r between vowels; ss to denote voiceless intervocalic s; and mm and nn only when the first m or n belongs to a prefix. Prior to the advent of the reformed spelling, the language permitted the writing of not a few double consonants which are now properly simplified in agreement with scientific methods, since for centuries past only one of the two consonants has been pronounced. So it is that, instead of **sábbado**, *Saturday*; **sacco**, *sack*; **efeito**, *effect*; **valle**, *valley*; **chamma**, *flame*; **anno**, *year*; **mappa**, *map*, we must now employ **sábado**, **saco**, **efeito**, **vale**, **chama**, **ano**, **mapa**. Simplification occurs also in the case of other combinations of consonants

in which one has become silent, sometimes with resulting phonetic adjustments; thus, *assumpto*, *subject*, is now properly *assunto*; and *accento*, *accent*, should be spelled *ácento*. We call attention below to such features of the new spelling.

15. b. This sound may be a voiced labial stop as in English: *bôca*, *mouth*; *ambos*, *both*. Alone between vowels, or in the combinations br, bl, between vowels, it tends to have a spirant value like that of Spanish spirant *b*: it is made by bringing the lips quite close to each other and allowing the air to pass out constantly between them; there is not a complete stoppage of the air as in the case of the English *b*: *nabo*, *turnip*; *pobre*, *poor*; *sublime*, *sublime*. The same tendency is observable in liaison: *a bôca*, *the mouth*; *o braço*, *the arm*. Phonetically the stop sound is [b] and the spirant [b].

N.B. The spirant pronunciation of *b* is not uncommon before and after a consonant, not nasal: *obter* [obteɾ]; *esbêço* [ʒbəsou].

16. c. This is a voiceless velar (guttural) or palatal stop pronounced as *k* before *a*, *o*, or *u* or before a consonant (but not in the digraph *ch*): *cama*, *bed*; *côr*, *color*; *curto*, *short*; *claro*, *clear*; *crer*, *to believe*; *fricção* (*cç* = *ks*), *friction*. This *c* is rarely final: *Abimelec* (proper noun). Phonetically this *c* is [k].

In the combination *ct*, the *c* is sometimes silent: *acto* [atu], *act*; and again it is pronounced as *k*: *pacto* [paktu], *bargain*. The *c* is still written here, though unpronounced, if there are cognates in which a preceding unstressed vowel is open and not close or "mute"; therefore *acto* because of *actuar* (the first *a* = [a] and not [ə] as is usual for unstressed *a*), *to actuate*. Otherwise the silent *c* is omitted; as in *teto*, *roof*, which was formerly written *tecto* with silent *c*. The *c* is now omitted in *cq*: *quiescer*, *to acquiesce*, not *acquiescer*; *aquisto*, *acquired*, not *acquisto*.

17. c, ç. The *c* before *e* or *i*, and *ç*, which stands only before *a*, *o*, or *u*, have the voiceless sibilant sound of English initial *s* or of English and Portuguese *ss*: *cedo*, *soon*; *cinco*, *five*; *façanha*, *deed*; *aço*, *steel*; *çumo*, *juice*. Phonetically [s].

The combinations *cc* before *e* or *i* and *cç* have usually this same voiceless sibilant sound (i.e., the first *c* is silent): *acção*, *action*.

In such cases the double *cc* is kept to show that the preceding unstressed *a* is open [a] and not close [e]. Formerly *cc*, with the first *c* silent, was used oftener, as in *accento*, now *acento*, *accent*. Sometimes the first *c* is heard as *k*: *fricção* [friksēū], *friction*.

18. *ch*. This has the voiceless palatal sibilant sound of English *sh*: *chamar*, *to call*; *fechar*, *to close*; *feche*, *let him close*. Phonetically [ʃ].

Hitherto, *ch* has appeared in words of Greek origin with the value of *k*: *monarcha*, *monarch*; *monarchia*, *monarchy*; *máchina*, *machine*; *choróide*, *choroid*; *chloro*, *chlorine*; *chrónica*, *chronicle*. In the reformed spelling there are used instead the symbols *c* and, before *e* or *i*, *qu*: *monarca*, *monarquia*, *máquina*, *coróide*, *cloro*, *crónica*.

19. *d*. This sound is a voiced dental stop, as in English, when it is initial or when it stands after a consonant within a word: *dar*, *to give*; *desde*, *since*; *mandar*, *to order*. Alone between vowels, or in the combination *dr* between vowels, it has a spirant sound, like that of spirant *d* in Spanish *cansado*, etc.: it may be compared to a prolonged English *d*, but pronounced with the tongue farther forward than in English: *lado*, *side*; *ladrão*, *thief*. This same spirant value occurs in liaison and, within a word, it may occur before consonants: *o dente*, *the tooth*; *a droga*, *the drug*; *adérbio*, *adverb*. Phonetically the stop is [d], the spirant [d̪].

N.B. The lingua-dentals, *d*, *t*, *l*, and *n*, even when they are most like the English sounds, are produced farther forward in the mouth, that is, the tongue advances nearer to the upper incisors in making them.

20. *f*. This is pronounced as in English: *fava*, *bean*; *frio*, *cold*; *sofá*, *sofa*. The digraph *ph*, having the same sound, is now supplanted by *f*: *filosofia*, *philosophy*, not *philosophia*. Phonetically [f].

21. *g*. 1. Before *a*, *o*, *u*, or a consonant, this is a voiced velar (guttural) or palatal stop with the so-called "hard" sound of English *g* in *garden*, *got*, *get*, etc.: *gado*, *cattle*; *gordo*, *fat*; *gula*, *gluttony*; *guia*, *guide*; *grande*, *great*; *glória*, *glory*. When it stands between a preceding vowel and a following *a*, *o*, *u*, *l*, or *r*, the *g* tends to have a spirant value: *logo*, *directly*; *magro*, *thin*; *seguir*, *to follow*.

In liaison the same spirant value occurs: *o gado*, *the cattle*; *a grande glória*, *the great glory*. Phonetically the stop is [g], the spirant [ɣ]. In *gue*, *gui*, the u is usually a mere sign that the g has the “hard” sound before a following e or i, and is not itself pronounced: *guerra*, *war*; *guia*, *guide*.

In the older spelling g was sometimes silent before d, m, n: *Magdalena*, *Madeleine*; *augmento*, *augmentation*; *assinalar*, *to signalize*. In the reformed spelling it is recommended that this g be omitted: *Madalena*, *aumento*, *assinalar*.

N.B. The spirant values of b and g are not so generally recognized as that of d.

2. Before e or i, g has the voiced palatal sibilant sound possessed by z in English *azure* and by g in French *sage*: *gêlo*, *ice*; *reger*, *to rule*; *girar*, *to turn*. For gy we now write gi: *gimnástica*, *gymnastics*, not *gymnástica*. Phonetically [ʒ].
22. h. This is regularly silent and only initial: *hora*, *hour*. In the older spelling it stood within a word (where it was etymological or merely served to separate syllables) in cases in which the reformed spelling omits it: *exhibir*, *to exhibit*, *sahir*, *to go out*, and *trahir*, *to betray*, are better written *exibir*, *sair*, *trair*. In ch, lh, and nh, the h is merely a sign of palatalization. In the reformed spelling, ph, rh, and th are supplanted by f, r, and t.
23. j. This has always the voiced palatal sibilant sound that g has before e and i, viz., that of z in English *azure*, or of j in French *jaloux*: *janeiro*, *January*; *jejuar*, *to fast*; *João*, *John*. Phonetically [ʒ].
24. k. This sound is pronounced as in English. It is found only in foreign words not fully naturalized: *Kantismo*, *Kantism*.
25. 1. 1. When initial, or between vowels, or after a consonant, l resembles the English l: *lago*, *lake*; *claro*, *clear*; *bola*, *ball*; *vale* (older *valle*), *valley*. See § 19, N.B. In the modernized spelling, l is not doubled: *èle*, *he*; *aquele*, *that*; *vale*, *valley*; *cavalo*, *horse*; instead of *élle*, *aquelle*, *valle*, *cavallo*. This l is phonetically [l].
2. At the end of a word, and before a consonant within a word, l has the so-called “hollow” sound, to which an approximation is the l

of English *awl* and *fault*. The tongue is drawn back in the mouth in making it, so that a velar (guttural) quality is imparted to the 1: *cal*, *lime*; *amável*, *amiable*; *faltar*, *to be wanting*; *pulga*, *flea*. This 1 is tending to vocalize to u; *mal* (n.), *evil* and *mau* (adj.), *bad*, are often not readily distinguished in utterance. Phonetically this 1 is [ѣ].

26. **lh.** This denotes palatal 1, which is the Castilian *ll*, or, approximately, the *li* of English *filial*: *fôlha*, *leaf*; *filho*, *son*. Phonetically [ѣ] (an inverted *y*).

N.B. The *li* of *filial* is only roughly approximate, as it usually means an *l* followed by *y* (*fil-yal*). The **lh** denotes an 1 pronounced from the beginning in the *y* position in the mouth, that is, with the middle of the tongue up near the hard palate, and the tip of the tongue against the lower teeth.

27. **m.** When initial or between vowels, **m** is like the English *m*: *mar*, *sea*; *cama*, *bed*. Phonetically [m]. In the older spelling it is silent before **n** in a number of common words, and the preceding vowel is not nasalized: *alumno*, *pupil*; *damno*, *damage*; *somno*, *sleep*. In the reformed spelling the **m** is omitted: *aluno*, *dano*, *sono*. In less common words, the **mn** remains: *indemnizar*, *to indemnify*.

When final, or when followed by a consonant within a word, **m** denotes nasalization of the preceding vowel; and within the word, it also retains its own pronunciation before a stop consonant. *bem*, *well*; *cantam*, *they sing*; *campo*, *field*.

It is now allowable to write **mm** only when the first **m** belongs to a prefix **em-**; it then indicates nasalization [i] of the preceding e: *emmaranhar*, *to entangle*. See the remarks under *Nasalization* (§§ 11 ff.).

28. **n.** When initial and between vowels, **n** is approximately the English *n*: *nada*, *nothing*; *plano*, *plan*. See the Note under d. Phonetically [n]. When followed by a consonant, it indicates nasalization of the preceding vowel and retains its own consonantal force before a stop consonant: *bando*, *band* is [bõndu], but *senso*, *sense*, is [sẽsu], without an **n** sound. Before flectional **s**, **n** has the force of final **m**, i.e., it converts the preceding vowel into a nasal

diphthong and is itself silent: *homens*, *tens*. Final *n* is rare; we write *irmã*, *sister*, rather than *irman*, and beside *gérmen*, *germ*, and *âmen*, *amen*, there are the forms *germe*, and *amêm*. The doubling of *n* now occurs only when the first *n* belongs to a prefix *en-*, in which it indicates nasalization [i] of the preceding *e*: *ennobrecer*, to *ennoble*.

Before the sound *k* (written *c* or *q*) and before "hard" *g*, the Portuguese *n* has the velar value of English *n* in *sing* or *rink*: *banco*, *bench*; *arenque*, *herring*; *frango*, *chicken*. Phonetically [ŋ].

29. nh. This denotes palatal *n*, which is like Castilian *ñ* and the *gn* of French *régner*, or approximately the *ni* of English *pinion*: *banho*, *bath*. The English sound given is only roughly approximate, as it means *n* followed by *y*, whereas the Portuguese sound is that of *n* produced in the *y* place in the mouth. Phonetically [ɲ]. In certain words *nh* never indicated palatalization of *n*, but meant *n* followed by silent *h*: *anhelar*, to *yearn*; *inhumano*, *inhuman*, and the various *h*-words having the prefix *in-*. Such words are now written without the *h*: *anelar*, *inumano*, etc.

30. p. This is like the English *p*: *pé*, *foot*; *capa*, *cape*. Phonetically [p]. We no longer double the *p*: *mapa*, *map*, not *mappa*. Before *t*, a *p* is sometimes pronounced, as in *apto*, *apt*; *inepto*, *inept*; *optar*, to *choose*; and again it is silent, as in *adoptar*, to *adopt*; *captor*, *captor*. When the *p* is no longer pronounced, it is usually not written in the reformed spelling, but in such words as *captor* [kator] and *adoptar* [ədɔtər] the *p* indicates that the preceding unstressed *a* or *o* is open, and not [e] or [u].

Before *c*, a *p* is usually silent, as in *exempçāo*, *exemption* (now also written *isençāo*); *prescripçāo*, *prescription* (now *prescriçāo*); *redempçāo*, *redemption* (now *redençāo*); but again it is pronounced, as in *opçāo*, *option*.

Before *s* the *p* is silent in *psalmo*, *psalm*, and the spelling *salmo* is recommended. Otherwise *ps* occurs in learned words of Greek origin, and can be pronounced fully by the trained, although the popular tendency is to pronounce the *s* only.

N.B. To explain what may seem to be an inconsistent use of silent consonants in the reformed spelling, we state the official rule in the case. "Consonants usually mute are preserved when officially they may be

pronounced or when they influence the quality of the vowel preceding them: e.g., *contracção, reacção, direcção, excepção, adoptar, adopção, expectáculo, caracterizar, rectidão*. In such a case, the related words, in which the vowel belongs to the predominant syllable of the word, will by analogy keep the mute consonant: e.g., *contracto, directo, excepto, adopto, carácter, recto, acto* (because of *activo, acção, etc.*)."

Apart from the case of optional pronunciation, what is meant here is that the retained consonant is now a mere sign that the preceding vowel, though unstressed, has an open quality and not a close or "mute" value: *reacção* has [a] and not [e]; *direcção* has [ɛ] and not [ə]; *adoptar* has [ɔ] and not [o] or [u].

31. q. This is always *k* in sound. It is always followed by *u*. In *que, qui*, the *u* is generally silent: *quebrar, to break; quinze, fifteen*. Sometimes the *u* is pronounced as *w*: *frequente, frequent; quinqüenal, quinquennial*. Phonetically [k]. The ordinary pronunciation of *qua-* is *kwa*: *quadro, picture; qual, which; quarenta, forty; quarto, fourth*. An exception is *quatorze, fourteen*, in which the *u* is silent; the new spelling *catorze* is advocated, as also is *caderno, copybook*, for *quaderno*.

Sometimes *quo* is *ko*, as in *quota* (also written *cota*), *citation*; and again it is *kwo*, as in *aquoso, aqueous; quotidiano, daily; quociente, quotient*. When the pronunciation is *ko* the spelling *co* is advocated: *cota not quota; licor, liquor, not liquor*.

32. r. This sound is always carefully pronounced. There are three varieties of it:

1. An *r* gently trilled with the tip of the tongue. This is found single between vowels, at the end of a word, after a consonant (except *l, n, s*), and before a consonant (except *l* and *n*): *mar, sea; caro, dear; prata, silver; abrir, to open; parte, part; charco, pool*. Phonetically this *r* is [r], i.e., inverted [r].
2. A well-rolled, reinforced form of the preceding *r*. This sound occurs (a) at the beginning of a word: *rosa, rose; (b)* in derivatives in which it is preceded by a prefix: *abrogar, to abrogate; derogar* (now to be spelled *derrogar*), *to derogate; (c)* within a word, after *l, n, s: bilro, bobbin; honra, honor; Israel, Israel; (d)* when it is written *rr: carro, cart*. Phonetically this *r* is [rr].
3. Before *l* and *n* the *r* is not so weak as the first variety and not so

strong as the second: *Carlos*, *Charles*; *carne*, *flesh*. Phonetically this *r* is [r].

The older *rh* of words from Greek is now *r*: *retórica*, *rhetoric*, not *rhetórica*.

N.B. In the city districts of Portugal, a uvular pronunciation of the reinforced *r* may be heard; but as yet it is not an approved pronunciation.

33. s. This has the following values:

1. The voiceless sound of English initial *s* or of *ss*: (a) At the beginning of a word: *sal*, *salt*. (b) Within a word, after a consonant; or if it is then preceded by any prefix: *pulso*, *pulse*; *observar*, *to observe*; *presentir*, *to have a presentiment*. But when the prefix ends in a vowel, the reformed spelling shows *ss*: *pressentir*; *ressentimento* (instead of older *resentimento*), *resentment*: cf. the verb *sentir*, *to feel*. An exception is *obséquio*, *favor*, and the words related to it (*obsequiar*, etc.), in which *s* is voiced (like English *z* of *freeze*, etc., or the English *s* of *rose*). (c) When written *ss*: *passo*, *step*; *osso*, *bone*. This occurs only in the intervocalic position. (d) Initial *sc*, before *e*, *i*, has this voiceless sound: *sce(p)tro*, *scepter*, is [setru]; *sciência*, *science*, is [siɛs̥t̥ia]. Within a word, the *s* of *sce*, *sci*, may be slightly palatal [ʃ], while the *c* will be voiceless *s*; but in colloquial speech medial *-sc-* is usually [s]: *nascido* [nɛʃsidu or nəsidu], *born*; *descer* [diʃser or diſer], *to descend*; *consciênciā* [kōʃiɛs̥s̥ia or kōsiɛs̥s̥ia], *conscience*. Similarly, the *s* of *os*, *as*, etc., is not palatal in colloquial speech before *s*, *c* (+ *e*, *i*), or *ç*, as in *os sapatos* [u ſəpatuʃ], *the shoes*; *as cerejas* [a ſəreʒaʃ], *the cherries*. Phonetically the voiceless *s* is [s].
2. *s* has the voiced sound of English *s* in *rose*, or *z* in *zeal*: (a) When it is single and between vowels: *cousa* or *coisa*, *thing*; *pesar*, *to weigh*. (b) When it is in liaison, and the final *s* of a word is followed by a syntactically related word beginning with a vowel: *as armas*, *the arms*; *dois amantes*, *two lovers*. (c) After a consonant in the prefix *trans-* and in *obséquio*, *favor*, and its derivatives: *transacção*, *transaction*; *obsequiar*, *to favor*, etc. Phonetically the voiced *s* is [z].
3. *s* has the voiceless palatal sibilant sound of English *sh* and Portuguese *ch*: (a) When it stands before one of the voiceless consonants *c*, *q*, *f*, *p*, *t*: *escuro*, *dark*; *esquecer*, *to forget*; *esfôrço*,

effort; respirar, to breathe; estado, state. (b) When it ends a word followed by a pause, or when in liaison it is followed by a word beginning with one of the voiceless consonants c, q, f, p, s, t: *muitas questões, many questions; os cães, the dogs; vemos tres fôlhas, we see three leaves; nossos santos, our saints; boas tardes, good evening.* Phonetically this s is [ʃ].

4. s has the voiced palatal sibilant sound of z in English *azure* and of Portuguese g (before e and i) and j: (a) When it stands before one of the voiced consonants b, v, d, g, l, m, n, r: *esboçar, to sketch; desventura, misfortune; desdem, disdain; rasgo, trait; deslumbrar, to dazzle; esmola, alms; cisne, swan; israelita, Israelite.* (b) When it ends a word that has liaison with a following word beginning with one of the voiced consonants b, v, d, g, l, m, n, r, z: *as boas mães, the good mothers; os velhos romances, the old ballads; relações domésticas, domestic relations, etc.* Phonetically this palatal s is [ʒ].
34. t. This is a voiceless dental stop like the English t: *tal, such; rato, rat.* For older th only t is now written: *tesouro* (not *thesouro*), *treasure; istmo* (not *isthmo*), *isthmus.* In older *asthma*, *asthma*, the th is silent, and the new spelling is *asma*. See § 19, N.B. Phonetically [t].
35. v. This is a labio-dental spirant like the English v: *ver, to see; avô, grandfather; livro, book.* Phonetically [v].
36. w. This is found only in foreign words and has the foreign pronunciation. Portuguese u in hiatus has approximately the sound of English w: *quadro, picture.* Phonetically this u is [ü].
37. x. This has the voiceless palatal sibilant sound of English sh already described for Portuguese ch and for Portuguese s final or before a voiceless consonant:
 1. When it is initial: *xarope, syrup;*
 2. When it is final: *Félix, Felix;*
 3. When it precedes or follows a consonant: *expresso, express; enxôfre, sulphur;*
 4. Between vowels in many cases: *baixo, low; caixa, box; coxim, cushion; coxo, lame; feixe, faggot, etc.* The phonetic symbol for this x is [ʃ].

But between vowels **x** may have other values: (a) That of *z* in English *zeal*. The words in question are often paralleled by English words from the same Latin source and having **x** with the value of *gz*: *exacto, exact; exaltar, to exalt; exame, examination; executar, to execute; exemplo, example; exercício, exercise; exílio, exile; existir, to exist*. Other examples are *exército, army; eximir, to exempt; éxito, outcome*. Phonetically this **x** is [z]. (b) That of English *ss*: *auxílio, aid; máximo, very great; máxima, maxim; próximo, next, neighbor; trouxe, pret. of trazer, to bring, and all related forms; etc.* Phonetically this **x** is [s]. (c) That of English *x* (*ks*). The words in question are paralleled by English words from the same source and having **x** pronounced as *ks*: *fixo, fixed; sexo, sex; sexagésimo, sixtieth, etc.* Phonetically this **x** is [ks].

38. y. As a vowel, **y** is not used in the reformed spelling: *mystério, mystery*, is now *mistério*. As a consonant it now appears only in foreign words not yet fully naturalized: *Yankee, etc.* Of course, foreign proper names may have it as a vowel: *Byron*.

39. z. When followed by a vowel, **z** has the voiced sibilant sound of English *z* in *zeal*: *zélo, zeal; dizer, to say*. This is true in liaison also: *a paz é boa, peace is good*. Otherwise, **z**, like **s**, has the value of English *sh*, or that of English *z* in *azure*:

1. At the end of a word and before a pause, **z** is *sh*: *queremos a paz, we desire peace*.
2. In liaison before a word beginning with one of the voiceless consonants **c, q, f, p, s, t**, it is *sh*: *o juiz francês, the French judge; a paz permanente, permanent peace*. Phonetically this **z** and that of 1 are [ʃ].
3. In liaison before a word beginning with one of the voiced consonants **b, v, d, g, l, m, n, r**, it is the *z* of *azure*: *a luz brilhante, the brilliant light; a paz geral, general peace, etc.* Phonetically this **z** is [ʒ].

N.B. For final **s** and **z** the palatal value is not so marked in Brazilian as in the Portuguese of the motherland; the sound is rather that of a pure sibilant, or of one only slightly palatalized.

Accentuation

40. Portuguese words may stress the last syllable, the second last (penult), or the third last (antepenult). Only in an adverb in *-mente* or in a combination of a verb with following conjunctive (enclitic) object pronouns can the stress fall on a syllable preceding the third from the end of the word.

The rules governing Portuguese accentuation are here stated in accordance with the principles laid down in the *Plan for the Regularization and Simplification of Portuguese Writing* published by A. R. Gonçalves Viana in his *Vocabulário ortográfico e remissivo*. The larger number of Portuguese words show the place of the stress in them by their very form, and no written accent is required.

1. Words of two or more syllables ending in *-a* or *-as*, *-e* or *-es*, *-o* or *-os*, normally stress the second last syllable and take no written accent:

casa, house, pl. casas; parede, wall, pl. paredes; camarada, comrade, pl. camaradas; concebe, he conceives, concebes, thou conceivest; trabalha, he works, trabalhas, thou workest; modo, manner, pl. modos; trave, beam, pl. traves; devoto, devout, pl. devotos.

2. Most verb forms that end in *-am* or *-em* stress the second last syllable and need no written accent:

falam, they speak; falaram, they had spoken; falem, let them speak; contem, let them count, pres. subj., 3d plural, of contar, to count (but cf. contém, pres. indic., 3d sing., of conter, to contain).

N.B. It is to be remarked that *s* and *m* are often only signs of plurality, and their appearance does not disturb the accentuation of the singular forms to which they are added.

3. A number of nouns and adjectives of two syllables or more that end in *-em* or *-ens* stress the second last syllable and need no written accent:

viagem, journey, pl. viagens; selvagem, savage, pl. selvagens

4. The last syllable is normally regarded as stressed and requires no written accent in most words of more than one syllable that end

in *-i* or *-is*, in *-u* or *-us*, in a nasal vowel (followed or not by *s*), in a diphthong (followed or not by *s*), or in a consonant (except the *s* of *-as*, *-es*, *-os*, *-ens*, and the *m* of *-am*, *-em*):

javali, *wild boar*, pl. *javalis*; *peru*, *turkey-cock*, pl. *perus*; *atum*, *tunny-fish*; *maçã*, *apple*, pl. *maçãs*; *amar*, *to love*; *sarau*, *evening ball*, pl. *saraus*; *varão*, *man*, pl. *varões*; *entender*, *to understand*; *azul*, *blue*; *arrais*, *captain*; *Artur*, *Arthur*; *andaluz*, *Andalusian*; *canal*, *canal*.

5. As a matter of course no written accent is needed by atonic monosyllables and dissyllables, i.e., by certain words of one or two syllables which, from the point of view of sentence phonetics, are devoid of all stress in the expression of a train of thought. Among such words are the following:
 - a) The definite article and the combinations that it makes with prepositions, viz., *o*, *os*, *a*, *as*, *lo*, *los*, *la*, *las*, *no*, *nos*, *na*, *nas*, *do*, *dos*, *da*, *das*, *ao*, *aos* (but cf. *à*, *às*, *to the*, fem.), *pelo*, *pelos*, *pela*, *pelas*, *polo*, *polos*, *pola*, *polas*.
 - b) Conjunctive (objective) personal pronouns and their combinations, viz., *me*, *mo*, *mos*, *ma*, *mas*, *te*, *to*, *tos*, *ta*, *tas*, *lhe*, *lhes*, *lho*, *lhos*, *lha*, *lhas*, *nos*, *no-lo*, *no-los*, *no-la*, *no-las*.
 - c) Prepositions such as *a*, *de*, *por*, *para*, *sem*, *sob*, *em*, *com*, etc.
 - d) Conjunctions and adverbs such as *se*, *que*, *porque*, *mas*, *tão* (shortened form of *tanto*, also written *tam*), etc.
 - e) Proclitic adjectives such as *são* (shortened form of *santo*, also written *sam*), and *grā* (shortened form of *grande*).

6. Even certain monosyllables may upon occasion take a written accent as a diacritic to differentiate them from other words, but no written accent is taken by tonic monosyllables (i.e., those that may have a stress in a sentence), if they end in *-em* or in *-ens*:

bem, *boon*, pl. *bens*; *tens*, *thou hast*; *tem*, *he has*; *cem*, *hundred*

7. No written accent is needed on tonic monosyllables ending in *-i*, *-is*, or *-u*, *-us*, in a nasal vowel (followed or not by *s*), in a diphthong (followed or not by *s*), or in a consonant (except the *s* of *-as*, *-es*, *-os*; cf. *pás*, *pés*, *pós*; *pôs*; see § 41, 1):

ri, *he laughs*, *ris*, *thou laughest*; *cru*, *raw*, pl. *crus*; *lã*, *wool*, pl. *lãs*; *sai*, *he goes out*, *sais*, *thou goest out* (both from *sair*, *to go out*); *mau* (adj.), *bad*;

mão, hand, pl. mãos; mal (n.), evil; mar, sea; ver, to see; pus, I put (pret. indic., 1st sing., of pôr, to put); cruz, cross.

41. Use of the Written Accent. The written accents are the acute, the circumflex, and the grave. The acute denotes an open stressed vowel, the circumflex a close stressed vowel. The grave accent is used only as a diacritic on certain unstressed vowels. Stressed open á [a], é [ɛ], ó [ɔ], may take the acute accent; the circumflex appears on only close â [ɐ], ê [e], ô [o]. When a written accent appears on stressed i or u (to show that they do not form a diphthong with a adjoining vowel) it is the acute.

1. A written accent, acute or circumflex, is required on monosyllables and on the last syllable of all other words, if they end in stressed -a, -as, -e, -es, -o, -os:

pá, shovel, pl. pás; fará, he will do; farás, thou wilt do; alvará, letter patent, pl. alvarás; sé (n.), see, pl. sés; vê, he sees; vês, thou seest; mês, month (but pl. meses, without the accent); maré, tide, pl. marés; mercê, mercy, pl. mercês; português, Portuguese (but pl. portugueses, without the accent); pô, dust, pl. pós; pôs, he put (pret. indic., 3d sing., of pôr, to put); avô, grandmother, pl. avós; avô, grandfather, pl. avôs.

2. A written accent, acute or circumflex, is required on the stressed second last syllable of all words ending in -i or -is, in -u or -us, in a nasal vowel (followed or not by s), in a diphthong (followed or not by s), or in a consonant (except the s of -as, -es, -os, -ens):

quási, almost; Vénus, Venus; órfã, female orphan, pl. órfãs; órfão, male orphan, pl. órfãos; louváveis, you were praising; louváreis, you had praised; fácil, easy, pl. fáceis; cônsul, consul (for pl. cônsules, cf. 4, below); cadáver, corpse (for pl. cadáveres, cf. 4, below); gérmen, germ (for pl. gérmenes, cf. 4, below); Félix, Felix.

3. A circumflex accent is required on the last syllable of words of two or more syllables, if they end in stressed -em or -ens:

vintém, a coin of 20 reis, pl. vintêns; armazém, warehouse, pl. armazêns; contém, it contains, contêns, thou containest (both from conter, to contain); Jerusalém, Jerusalem.

4. All words stressed on the third last syllable have a written accent: *prática, practice; ânimo, courage; lúgubre, mournful; cônsoles, consuls; cadáveres, corpses; gémeo, twin; génio, genius; consequência, consequence.*

a) A number of verb forms are concerned here:

louvávamos, we were praising; puniríamos, we should punish; devêssemos, we should be obliged.

b) Although -eo, -io, and -ia in words like *gémeo, génio, and consequência* really form a diphthong, the words are regarded as stressed on the antepenult.

c) On the other hand, substantives stressing the i of final -ia and the endings -ia, -ias, -iam of the imperfect indicative and of the conditional of verbs, do not take the written accent (because the i is in the second last syllable, and words ending in -a, -as, -am normally stress the second last syllable and need no written accent): *filosofia, philosophy; punia, I was punishing; louvarais, thou wouldest praise; louvariam, they would praise.*

d) For a similar reason, verbs in -uar take no written accent when the u is stressed before final -o, -a, -as, -am, -e, -es, -em: *continuar, to continue; continuo, I continue; continuas, thou continuest; continua, he continues; continuam, they continue; continue, let me continue, etc.*

e) But the stressed i of final -ia, etc., will take the written accent if a vowel precedes with which the i does not form a diphthong: *sair, to go out; impf. indic., saía, saías, saiam, etc.*

5. As has been said already, no individual word can be stressed in Portuguese on a syllable preceding the antepenult.

a) However, in a composite of a verb with following object pronouns the written accent may appear on a syllable more than three from the end of the whole composite: *dávamo-vo-lo, we were giving it to you.* In such cases the verb is treated as though it stood without the appended pronouns.

b) Again, the adjectival part of an adverb in -mente will keep whatever written accent it requires when standing alone: *rapidamente, rapidly; cf. rápido, rápida, rapid.* See § 41, 4. Such words have two accents, one on the adjective and one on -mente.

42. In the following rules we deal chiefly with the use of the accent where it is not really needed to indicate the place of stress but serves as a diacritic to distinguish words spelled alike, or simply to indicate the quality of the vowel, or as a diæresis:

1. The stressed diphthongs *ei*, *eu*, *oi* take the acute accent when their *e* [ɛ] or *o* [ɔ] is open; they have no written accent when the *e* [e] or *o* [o] is close:

réis [rreɪ̯s], pl. of *real*, *a coin*; but *reis* [rreɪ̯s], pl. of *rei*, *king*; *batéis* [beteɪ̯s], pl. of *batel*, *boat*; but *bateis* [beteɪ̯s], *you beat* (2d pl. pres. indic. of *bater*, *to beat*); *véu*, *veil*, pl. *véus*; *chapéu*, *hat*, pl. *chapéus*; *sóis* [soɪ̯s], pl. of *sol*, *sun*, and also 2d sing. pres. indic. of *soer*, *to be accustomed*; but *sois* [soɪ̯s], *you are*; *rōis*, pl. of *rol*, *list*, and 2d sing. pres. indic. of *roer*, *to gnaw*; *herói* (*heróe*), *hero*, pl. *heróis* (*heróes*); *jóia*, *jewel*; *gibóia*, *boa*; etc.

2. As a diacritic the written accent differentiates certain sentence stressed words from others spelled like them but without stress in the sentence:

quê *what* (direct interrog. used disjunctively)

porquê *why* (direct interrog. used disjunctively)

pôr *to put*

pára pres. indic., 3d sing. of *parar* *to stop*

pêra (n.) *pear*

pêla (n.) *ball*

pêlo 1st sing., pres. indic. of
 pelar *to peel*

pêlo (n.) *hair*

pôlo (n.) *pole*

que (rel., interrog., conj.) *who*,
 whom, which, that, what

porque *because, for, why* (interrog.)
 in order that

por *by, for, through, etc.*

para *to, for, in order to, etc.*

pera popular form of *para*
pela (prep. + art.) *by the, etc.*

pelo (prep. + art.) *by the, etc.*

polo (prep. *por* + art.)

3. Stressed close *e* [e] and *o* [o] of the penult syllable take the circumflex accent if there are other words spelled like them that have open *e* [ɛ] and *o* [ɔ]. The latter take no written accent.

rêgo [rregu] *furrow*

rôgo [rrugu] *request*

rego [rregu] 1st sing., pres. indic.
 of *regar* *to water*

rogo [rrugu] 1st sing., pres. indic.
 of *rogar* *to ask*

dêmos [demus] 1st pl., pres. subj.	demos [demus] 1st pl., pret. indic. of dar to give
côrte [kortə] court	corte [kortə] cut, edge

4. Stressed i and u take the acute accent to show that they do not form a diphthong with a preceding vowel:

baú, *trunk*; país, *country*; raíz, *root*; saída, *sally, going forth*; saúde, *health*.

In the older usage an h separated the vowels in some of these cases: sahida, bahu.

This accent may be omitted before any final consonant except s: raíz or raiz, *root*; sair, *to go out*; and it may be omitted within a word before nh, nd, mb; rainha, *queen*, or rainha; ainda, *yet*, or ainda; Coimbra or Coimbra.

43. Use of the Grave Accent. This appears only on unstressed vowels and serves (a) as a diæresis or (b) as a means of marking the open quality of a vowel which, though unstressed, retains the open value which is usual only under the accent.

1. The grave accent is written on the u of gu, qu, if the u has a pronounceable force before a following e or i: consequência, *consequence*; argúir, *to argue*; argúi, *I argued*, 1st sing., pret. indic. If the u passes to the stressed position, it takes the acute accent: argúi, *he argues*, 3d sing., pres. indic.
2. The grave accent may appear over unstressed i and u to indicate that they do not form a diphthong with a preceding vowel: salimento, *a going forth*; paisagem, *landscape*; saúdar, *to salute*. This refinement of usage may not make great appeal.
3. The grave accent is written on an unaccented open a [a], e [e], or o [ɔ], to distinguish the word in which it occurs from a similarly spelled word in which the a, e, or o has a close or weakened value [ɐ, ɐ̃, ʊ]: á ([a]), a combination of a + a), *to the, at the*; cf. a [ɐ], *to, at, or the*; àquele ([akelə], a combination of a + aquele), *to that*; cf. aquele [ɐkele], *that*; prègar [pɾegar], *to preach*; cf. pregar [pɾegar], *to nail*; molhada [mɔʎadə], *a heap (of faggots, sheaves, etc.)*; cf. molhada [muʎadə], fem. p.p. of molhar, *to wet*. The older custom was to write á, áquele, but the acute accent is now reserved for places of stress, and the a has none in these words.

44. In the inflection of words, the application of the rules will cause some forms to have the written accent and others to dispense with it: e.g., *português*, *Portuguese*, in the singular takes the written accent, according to rule, § 41, 1; in the plural, *portugueses*, it has no accent, according to rule, § 40, 1. *Sêco*, *dry*, according to rule, § 42, 3, takes the circumflex on its stressed close e to distinguish the word from the verb form, *seco*, *I dry*, with open e. Its feminine singular *sêca* and its feminine plural *sêcas* will keep the accent to distinguish them from *seca*, 3d sing., and *secas*, 2d sing., (both with open e) of the present indic. of *secar*, *to dry*. But the masculine plural is *secos*, without a written accent on its close e [e], as there is no word with which it might be confused.
45. Hyphenated words retain the written accents of their parts: *páraraios*, *lightning conductor* (*pára* is from the verb *parar*, *to stop, parry off*; cf. rule, § 42, 2).
46. Adverbs in -mente, being constructed of a feminine adjective and the noun *mente*, have a double stress and keep whatever written accent the adjective has when it stands alone: *sômente*, *only, but*; *cortêsmente*, *courteously*; *rapidamente*, *rapidly*; cf. the adjectives *sô*, *cortês*, *rápida*.
47. Until the rules of accentuation stated have found entire acceptance in the books, students of Portuguese will encounter difficulties in the early stages of their study of the language. A knowledge of Spanish will help to indicate the place of the Portuguese accent, for there are very many correspondences of vocabulary between the two languages, and in the great majority of the cases the same syllable is stressed in the corresponding words.

Quantity

48. Accented vowels are of medium length; vowels preceding or following the accent are shorter.

Liaison

49. Liaison, or the linking together of spoken words by passing a sound from a preceding word to the following one, is a marked

feature of Portuguese as it is of French. A number of the changes in pronunciation occasioned by liaison have been treated in our discussion of the consonants; s, z, and the nasals, are most in point. Vowels also will be linked together and will even merge. In a syntactical combination the last vowel of the preceding word may coalesce with same vowel beginning the second word.

Punctuation

50. Practically the same marks of punctuation are used in Portuguese as in English, and for the same purposes. When a hyphen appears at the end of a line, to mark the syllabic division of a word, the advocates of the reformed spelling would have it repeated at the beginning of the next line. They would also imitate the Spanish custom of using twice the question mark or the exclamation mark, inverting them at the beginning of their sentence, especially if the sentence consists of more than four or five words, and putting them also, as in English, at the end of their sentence.
51. A hyphen is required between a verb and a following object pronoun: *louvá-lo*, *to praise him*; *dá-nos*, *he gives to us*. It is erroneous to write, as is often done, *louval-o*, etc., as the l belongs to the pronouns.
52. The apostrophe is now little used, appearing chiefly in certain compound words, as in *mãe-d'água*, *reservoir* (but cf. also *mãe de agua*). It is no longer to be written in the combinations of two object pronouns: *mo* not *m'o* for *me + o*; *lha* not *lh'a* for *lhe + a*, etc.

Syllabication

53. In the main, phonetic principles govern the matter of syllable division in a word.
 1. A single consonant between vowels passes over to the second vowel: *me-ni-no*, *child*; *di-la-tar*, *to delay*.
 2. The few double consonants are separated: *ar-rastar*, *to drag*; *as-sistir*, *to assist*; *em-malar*, *to pack (in a bag)*; *en-nastrar*, *to be-ribbon*.

3. Certain combinations of two consonants are regarded as inseparable, and both pass over to the next syllable. They are the digraphs *ch*, *lh*, and *nh*; *sc* and *ps*; and the combinations of a consonant with a following *l* or *r*, viz., *bl*, *cl*, *dl*, *fl*, *gl*, *pl*, *tl*, *vl*, *br*, *cr*, *dr*, *fr*, *gr*, *pr*, *tr*, *vr*: *a-char*, *to find*; *tra-ba-lho*, *work*; *vi-nho*, *wine*; *en-sce-na-ção*, *stage* (*sc* together sound as voiceless *s*); *a-fli-gir*, *to afflict*; *no-bre*, *noble*; etc.
4. If there are two consonants between vowels, and they are not of the class of inseparable combinations, one remains with the preceding syllable and the other passes over: *for-ma*, *form*; *cam-po*, *field*.
5. When there are more than two consonants between vowels, the tendency is to pass over only the last one: *sump-tuo-so*, *sumptuous*. But, if the last two form an inseparable combination, both go over: *sem-pre*, *always*.
6. Two consecutive vowels are inseparable, whether they form a diphthong or not: *cau-sa*, *cause*; *rai-nha* (not *ra-inha*), *queen*; *con-tí-nuo*, *continuous*; *fé-ri-as*, *vacation*; *rea-li-da-de*, *reality*; *veí-cu-lo* (not *ve-i-cu-lo*), *vehicle*; etc.
7. The combinations *gu* and *qu* are inseparable, whether the *u* be pronounced or not: *quin-to*, *fifth*; *guer-ra*, *war*; *fre-qüen-te*, *frequent*; *ar-gùir*, *to argue*.
8. In the matter of prefixes the older tendency was to preserve the identity of the prefix. In accordance with the reformed spelling the rules stated above are to be observed: *subs-cre-ver*, *to subscribe* (not *sub-scre-ver*). So the prefixes *des-* and *dis-* pass over their *s* to a vowel following, but keep it before a consonant: *de-sen-ga-nar*, *to undeceive*; *des-fa-zer*, *to undo*, *to ruin*; *dis-tri-buir*, *to distribute*. *Descer* is also divided thus: *des-cer*. The prefix *ex-* remains intact: *ex-ér-ci-to*, *army*; *ex-ce-der*, *to exceed*.

Capitalization

54. Capitals are in general used as in English. Proper adjectives, however, are not capitalized, even though they become nouns: *a rainha italiana*, *the Italian queen*; *os portugueses*, *the Portuguese*. Of course proper names are capitalized: *João*, *John*; *Vasco da*

Gama, etc. So are common nouns which as titles become proper names: **O Ministro da Marinha**, *Minister of the Navy*, etc. The names of the months and of the days of the week are usually not capitalized, but capitals may be used in dating letters and documents. In writing the titles of books usage varies: some writers prefer to capitalize all the important words in a title, while others use capitals only with the initial word and proper nouns.

VOCABULARY

Portuguese-English

NOTE: In this Vocabulary all orthographic final e's and o's are expressed in the phonetic symbols by [i] and [u] respectively, as classe [klasi] and cavalo [kevalu]. In normal fluid speech, however, the final e is practically, if not totally, silent, and the final o may disappear [klas, kval]. But in verse the final e and o form syllables that are counted, and in singing these vowels are clearly pronounced.

A

- a [ɐ] to, at, with, from
a, as [ɐ, ɐs] the; *pron.* her, it, them
à, ao, às, aos [a, ɐu, ɐs, ɐs] to the
abaixo [abaiu] below
aberto, -a [ebertu, -ɐ] open, opened
abraçar [abressar] to embrace
abranger [əbrəʒer] to include, embrace
abrigar-se [əbrigar-si] to shelter oneself, protect oneself
abril [əbril] *m.* April
abrir [əbrir] to open
acabar [ækbar] to finish; — de (+ *infin.*) have just (+ *past part.*)
aceitar [əseitar] to accept
achar [əʃar] to find; —se find oneself, be
acomodar-se [əkumudar-si] to install oneself, sit down
acompanhar [əkõmpənhar] to accompany, come with
aconselhar [əkɔslhar] to advise
acordar [əkurdar] to wake up
o açúcar or assúcar [əsukar] sugar
acusar [əkuzar] to acknowledge
adeus [ədeu̯s] good-by, farewell
adiante [ədianti] forward; *mais* —, further yet
o advogado [ədvugadu] lawyer
afamado, -a [əfamadu, -ɐ] well-known

- afastar-se [əfestar-si] to draw away, leave
o afecto [əfetu] affection
afim (de) [əfin di] in order to
a agência [əgẽsiə] agency
agitado, -a [əgitadu, -ɐ] rough, agitated
agitá (para) [əgitar] to wave (at)
agora [əgora] now
agosto [əgostu] *m.* August
agradar [əgrədar] to please
agradável [əgrədavel] agreeable, pleasant
agradecer [əgrədiser] to thank, be grateful for
a água [agüe] water
aí [ai] there
ainda [əində] still, yet; — que although, even if
ajudar [əjudar] to help
além [alei] beyond; — disso besides, moreover
a alfaiataria [alfaiatarie] tailor shop
o alfaiate [alfaiati] tailor
algumé [alg̩i] someone, anyone, somebody, anybody
algo [algu] something, anything
alg-um, -uma, pl. -uns, -umas [alg-ū, alg-um̩s, alg-ūs, alg-umes] some, any, a few; alguma coisa something; algumas vezes sometimes
ali [eli] there; por —, that way

- aliado, -a [əliadu, -ə] ally
 almoçar [almusar] to lunch
 o almoço [almosu] pl. almoços [almosus] lunch; primeiro (or pequeno) —, breakfast
 a almofada [almufadə] pillow
 o alto [altu] top
 alto, -a [altu, -ə] high
 alugar [əlugar] to rent
 o aluno, a aluna [əlunu, -ə] student, pupil
 amanhã [amənʃə] tomorrow; — de tarde tomorrow afternoon; depois de —, the day after tomorrow
 ambos, -as [əmbus, -əs] both
 América [emerikə] America
 o amigo, a amiga [əmigu, -ə] friend
 o amiguinho, a amiguinha [əmigiju, -ə] little friend
 amº. = amigo
 a amostra [əməstṛə] sample
 Ana [əna] Anna
 o andar [əndar] floor, story; — térreo ground floor; — de cima upper story
 andar [əndar] to walk, go
 animado, -a [ənimadu, -ə] lively, bustling
 o ano [ənu] year
 ante-ontem [ənti-õntə] the day before yesterday
 antes [əntis] formerly; — de before; — que before
 o anúncio [ənūnsiu] advertisement
 ao [əu] to, the with, of the
 aonde [əõndi] (to) where
 o apagador [əpagedor] eraser
 apagar [əpagar] to erase
 o aparador [əperedor] sideboard
 a aparência [əperēnsiə] appearance
 apesar de [əp̄z̄ar d̄] in spite of, although
 aplicado, -a [əplikadu, -ə] industrious, diligent; ser —, to be a hard worker
 apontar [əp̄ntar] to point
 apreciar [əprišiar] to appreciate
 aprender [əpr̄ndər] to learn
 apresentar [əpr̄z̄entar] to introduce, present

- apropriado, -a [əprupriədu, -ə] appropriate, suitable
 aquecer [əkəser] to heat, warm
 aquele, -a, pl. -es, -as [əkeli, əkəls, əkells, əkəlləs] that, those; àquele, -a, pl. -es, -as to that, to those
 aqui [əki] here; por —, this way
 aquilo [əkilu] that; àquilo [akilu] to that
 o ar [ar] air
 a aritmética [əritmetikə] arithmetic
 arranjar [ərrəʒar] to arrange, put in order
 a árvore [ərvurə] tree
 assegurar [əsigurar] to assure; insure
 o assento [əsəntu] seat
 assim [əsi] so, thus; — que as soon as
 assúcar see açúcar
 até [ət̄e] till, to; — logo good-by, "so long"; — que until
 atento, -a [ət̄entu, -ə] devoted, courteous
 ato. = atento
 atual [ət̄ual] present
 a aula [ət̄ilə] classroom, class
 o automóvel [ət̄umuməvel] automobile
 a avenida [əviniðə] avenue
 o avião, pl. aviões [əviəu, -ȭls] airplane
 o avô [əvo] grandfather; (os) —s grandparents
 a avô [əvo] grandmother
 avultado, -a [əvultadu, -ə] important; considerable
 azul [əzul] blue

B

- a bagagem [bagaʒəm] baggage
 o bago [bagu] grain, bean
 a baía [baiə] bay
 baixo, -a [baiõu, -ə] low
 o banco [bẽŋku] bench
 o banho [bənu] bath
 barato, -a [beratu, -ə] cheap
 o barco [barku] boat
 bastante [bəstənti] enough; rather
 a batata [bətətə] potato
 batizar [betizar] to baptize

- beber [biber] to drink
 a bebida [bibidə] drink, beverage
 belo, -a [belu, -e] fine, beautiful,
 handsome
 bem [bẽ] well; está —, very well,
 all right; pois —, well
 o bife [bif̩] beefsteak
 o bilhão, pl. bilhões [bilhȭu, -ȭis] (or
 bilião, biliões) billion
 o bilhete [bilheti] ticket; — de ida e
 volta round-trip ticket
 bom, boa [bõ, bō] good; estar —,
 to be well; ser —, be good
 a bondade [bõdad̩] goodness, kind-
 ness; tenha a — (de) please
 o bonde [bõnd̩] streetcar
 bonito, -a [bunitu, -e] pretty,
 beautiful
 bordo [bordu]: estar a —, to be on
 board
 branco, -a [brã̄ku, -e] white
 o Brasil [brazil] Brazil
 brasileiro, -a [brazileiru, -e] Bra-
 zilian
 brincar [brĩkar] to play
 buscar [buskar] to get; ir —, go and
 get
- C
- cá [ka] here, hither
 a cabeça [kabesa] head
 a cabra [kabre] goat
 a caçarola [kassarola] pan
 o cacau [kekau] cocoa
 cada [kada] each, every; — um
 each one
 a cadeira [kadeiru] chair; — de bra-
 gos armchair
 o caderno [kadernu] notebook, exer-
 cise book
 o café [kaf̩] coffee
 o cafeiro [kafeiru] coffee tree
 cair [kair] to fall
 o cais [kais] dock, wharf
 a caixa [kaix̩] box
 o caixa [kaix̩] cashier
 o caixeiro [kaij̩eru] cashier
 o calçado [kalsadu] footwear
 calçar [kalsar] to put on (shoes)
 as calças [kalses] trousers
- o calor [kalor] heat; fazer —, to be
 hot, warm (*of the weather*); ter —,
 be hot, warm (*of a person*)
 o calorífero [kalurif̩ru] furnace
 a cama [kame] bed
 o caminho [kamiju] road; a — de on
 the way to
 a camisa [kemiza] shirt
 o campo [kempu] country (*as op-
 posed to city*); os —s fields
 cansado, -a [kêsadu, -e] tired
 o cão, pl. cães [kêu, kéis] dog
 a capital [képital] capital (*city*)
 a cara [kare] face
 o cardápio [kardapiu] bill of fare,
 menu
 Carlos [karlus] Charles
 a carne [karni] meat; — de vaca beef
 caro, -a [karu, -e] dear; expensive
 a carreira [kerreiru] route, trip; ca-
 reer
 a carta [karts] letter
 o carvão (de pedra) [karvẽu] coal
 a casa [kaze] house; em —, at home;
 em — de at the home of; para —,
 (to) home
 o caso [kazu] case; dado o — que
 granted that
 catorze [katorz̩] fourteen
 a causa [kaúza] cause; a — de be-
 cause of
 o cavalo [kevalu] horse
 cear [siar] to have supper
 cedo [sedu] early, soon
 cego, -a [segu, -e] blind
 cem [sēl] hundred
 o centavo [séntavu] cent
 centésimo [séntezimu] hundredth
 cento [séntu] hundred (*in combina-
 tion*)
 o centro [séñtru] center
 cerca [serke] near; — de about
 certo, -a [sertu, -e] certain, sure;
 estar — de to be sure of
 a cesta [sests] basket
 o chá [ča] tea
 chamar [čamar] to call; get; ——se
 be called, be named
 o chapéu [čapetu] hat
 o charuto [čerutu] cigar

- o chauffeur (*as in English*) chauffeur
 a chave [ʃaví] key
 a chávena [ʃavína] cup
 a chegada [ʃigade] arrival
 chegar [ʃigar] to arrive
 cheio, -a [ʃefu, -s] full
 o cheque [ʃekí] check
 chover [ʃuver] to rain
 a chuva [ʃuva] rain
 chuvoso, -a [ʃuvozu, -ozs, etc.] rainy
 a cidade [sidadi] city
 a cima [sim̩] top; andar de —, upper floor
 cinco [síŋku] five
 o cinema [sinem̩] "movies"
 cinqüenta [síŋktyént̩] fifty
 a classe [klasi] class
 o cobertor [kubírtor] blanket
 cobrir [kubrir] to cover
 a coisa [koiz̩] thing
 a colher [kułer] spoon
 a colherada [kułirad̩] tablespoonful
 a colherinha [kułirip̩] teaspoon
 Colombo [kulombu] (*Cristóvão* Columbus (*Christopher*))
 com [kõ] with
 o combóio [kõmbõju] train
 começar [kumíſar] to begin
 comer [kumer] to eat
 comercial [kumersial] commercial
 a comida [kumid̩] food, meal
 como [kõmu] as, how, like; — está (vai, passa)? how are you?
 a cômoda [kõmude] chiffonier
 a companhia [kõmpen̩ja] company
 comprar [kõmprar] to buy
 as compras [kõmprass]: ir fazer —, to go shopping
 compreender [kõmpréender] to understand
 comprido, -a [kõmpridu, -s] long
 conceder [kõsider] to grant
 a concorrência [kõnkurréns̩] competition
 a condição, pl. condições [kõndis̩, -õ̩s] condition
 a confiança [kõfias̩] confidence
 conforme [kõfórm̩] according
 confortável [kõfúrtavel] comfortable
 conhecer [kupñser] to know, be acquainted with
 os conhecimentos [kujñsiméntus] knowledge
 connosco [kõnosku] with us
 o conselho [kõselu] advice
 a consequência [kõsküküs̩] consequence
 consigo [kõsigu] with him, her, it, you, yourselves, themselves
 a constipação [kõstipess̩] cold (*disease*); pilhar uma —, to catch cold
 constipado, -a [kõstipadu, -s]: estar —, to have a cold
 construir [kõstrür] to build
 consultar [kõsultar] to consult
 a conta [kõnt̩] account, bill
 contanto [kõntantu] so long as; — que provided that
 contente [kõnténti] glad, happy; ficar —, to be glad or happy
 contigo [kõntigu] with thee
 continuar [kõntinúar] to continue
 o conto [kõntu] 1000 escudos (*Portugal*) or 1000 cruzeiros (*Brazilian*)
 contrário, -a [kõntrarju, -s] contrary, opposite
 conveniente [kõvín̩t̩i] convenient, proper
 a conversação, pl. conversações [kõvirsəs̩, -õ̩s] conversation
 convidar [kõvidar] to invite
 convir [kõvír] to be convenient, be suitable
 o convite [kõvit̩] invitation
 convosco [kõvosku] with you
 o copo [kopu] glass
 o Corcovado [kurkuvadu] Hunchback Mountain (*near Rio de Janeiro*)
 correctamente [kurreteménti] correctly
 o correio [kurrelu] mail, post office
 correr [kurrer] to run
 corrigir [kurrizír] to correct
 cortês [kurtes] courteous, polite
 a costa [koſte] coast
 o costume [kustum̩] custom, habit
 a cozinha [kuzij̩s] kitchen
 cozinhar [kuzinar] to cook

- o cozinheiro, a cozinheira [kuzinei̯ru, -s] cook
 o crédito [kreditu] credit
 crer [krer] to believe, think; — que sim (não) believe, think so (not)
 crescer [kriser] to grow
 o criado, a criada [kríadu, -s] servant, waiter; maid, waitress
 o criador [kríador] cattle raiser
 a criança [kríeſe] child
 o Cristo Redentor Christ the Redeemer Cristóvão [kristovéu] (Colombo) Christopher (Columbus)
 o cruzeiro [kruzei̯ru] monetary unit in Brazil
 o cuidado [ktuidadu] care
 cujo, -a [kužu, -s] of which, whose
 cultivar [kultivar] to cultivate, grow
 o curso [kursu] course
 curto, -a [kurtu, -s] short
 custar [kustar] to cost

D

- D. = Dom or dona
 da(s) [da(s)] of the
 dado que [dadu k̄] granted that
 daquele, -a [dakell, dekele] of that; pl. -es, -as of those
 daquilo [dakilu] of that
 dar [dar] to give; strike (of a clock); —se be produced, grow; — com meet, run into; — a lição recite the lesson; — para face; — um passeio take a walk or ride; — uma volta take a turn
 de [di] of, from, by; than
 o débito [debitu] debt; debit
 décimo, -a [desimu, -s] tenth
 declarar [diklarar] to declare; —se be declared, break out
 o dedo [dedu] finger
 deitar-se [deitar-si] to lie down, go to bed
 deixar [deſsar] to let; — de (+ infin.) stop, cease (+ pres. part.); fail to (+ infin.)
 dèle, dela [deli, dels] his, hers, its, yours, of him, of her, of it, of you; pl. theirs, yours, of them, of you
- delícia [diliſia] delicacy; delight
 o dente [denti] tooth
 dentro (de) [déntru] within
 depois [dpois] after, afterward, then; — de after; — que after; — de amanhã the day after tomorrow
 depressa [dipreſa] fast, quickly
 descansar(-se) [diskasar] to rest
 descer [diser] to go down, descend
 o descobridor [diskubridor] discoverer
 descobrir [diskubrir] to discover
 desculpar [diskulpar] to pardon, excuse
 desejar [diziſar] to desire, wish, want
 desembarcar-se [dizemberkar-si] to disembark
 despedir-se (de) [dispedir-si] to take leave (of), say good-by (to)
 desse, dessa [desti, dessi] of that; pl. of those
 dêste, desta [desti, desti] of this; pl. of these
 devagar [divegar] slowly
 dever [diver] to owe; must, ought, should, be expected
 dez [dez] ten
 dezembro [dizembro] December
 dezenove [dizinov̄i] nineteen (var. spelling, dezanove)
 dezesseis [diziseis] sixteen (var. spelling, dezasseis)
 dezesete [diziseti] seventeen (var. spelling, dezasete)
 dezóito [dizolitu] eighteen
 o dia [di] day; bons —s (or bom dia) good day, good morning; — feriado holiday
 difícil [difisil] difficult, hard
 a dificuldade [difikuldad̄] difficulty
 o dinheiro [dinei̯ru] money
 a direcção [dires̄u] address, direction
 direito, -a [direitu, -s] straight, right; adv. straight ahead
 dispôsto, disposta [dispotu, disposta, etc.] disposed, inclined
 disso [disu] of that; além —, besides, moreover
 a distância [distânsia] distance

disto [distu] of this
 divertir-se [divirtir-si] to amuse oneself, have a good time
 dividir [dividir] to divide
 as divisões [díviziȭs] rooms (*of house*)
 dizer [dizer] to say; — que sim (não) say so (not); ouvir —, hear, hear (it) said
 do(s), da(s) [du(s), d̄a(s)] of the, from the
 doente [dúent̄i] sick, ill
 dois, duas [dois, duiss] two
 o dólar [dólar] dollar
 domingo [dumingu] Sunday
 a dor [dor] pain, sorrow; — de cabeça headache; — de dentes toothache; — de garganta sore throat
 dormir [durmir] to sleep
 o doutor [dotor] doctor
 doze [doz̄i] twelve
 duas see dois
 dum, duma [dū, dum̄] of a, of one
 durante [durēnt̄i] during
 a dúvida [duvid̄a] doubt
 duvidar [duvidar] to doubt
 duzentos, -as [duzēntus, -as] two hundred

E

e [i] and
 E.U.A. U.S.A.
 o edifício [edifisiu] building
 o eixo [eixu] axis, axle
 élle, ela [ell̄, el̄a] he, she; him, her; pl. élles, elas [ells, elss] they; them
 eléctrico, -a [lletriku, -a] electric
 o elevador [llevedor] elevator
 em [ēi] in, on, to; — casa at home; — casa de at the home of; — vez de instead of; — seguida then, next
 embarcar [embärkar] to embark
 embora [embore] see ir
 o empregado, a empregada [ämpri-gadu, -a] clerk
 o emprego [ämpregu] employment; position; use
 emprestar [ämpriſtar] to lend
 emquanto [enküantu] while; — que while, as long as

a encomenda [éŋkumēnd̄a] order
 encontrar [éŋköntrar] to find; meet; —se be found; —se com meet (someone)
 o endereço [éndřresu] address
 enganar-se [énganar-si] to be mistaken
 engracado, -a [éngresadu, -a] funny, amusing
 enjoar [éžiar] to get seasick
 ensinar [ésinar] to teach
 então [éntet̄i] then
 entrar (em) [éntar] to enter, go in, come in
 entre [éntri] between, among
 o envelope [évlopl̄] envelope
 enviar [évlar] to send
 enxugar [éñugar] to dry, wipe away
 o êrro [erru] mistake
 a erva-mate [erve-mati] see mate
 a escola [ískol̄a] school; — municipal municipal or public school
 a escolha [ískol̄a] choice, selection
 escolher [ískuler] to choose, select
 escrever [ískriver] to write
 o escritor [ískritor] writer, author
 o escritório [ískritoriu] study, office
 o escudo [ískudu] Portuguese monetary unit
 escutar [ískutar] to listen
 o espelho [íspelu] mirror
 esperar [íspelar] to hope; await, wait for, expect; — que sim hope so
 o espôso, a espôsa, pl. esposos, espôsas [íspožu, Ispože, Ipožus, Ipožes] husband; wife
 esquecer-se (de) [ískeser-si] to forget
 esquerdo, -a [ískerdu, -a] left
 a esquina [ískin̄a] corner
 ésse, essa [esi, es̄a] that (one); pl. ésses, essas [es̄is, es̄as] those (ones)
 a estação [ístas̄u] station; season (*of year*)
 o estado [ístadu] state; Estados Unidos United States
 a stalagmite [ístalagmit̄] stalagmite
 estar [istar] to be; — bem be well,

- be all right; — certo de be sure of;
 — de volta be back
 este, esta [est̄i, est̄e] this (one);
 pl. estes, estas [est̄is, est̄es] these
 (ones)
 estender-se [ist̄ender-s̄i] to extend,
 stretch out
 a estima [ist̄im̄a] esteem, affection
 estimado, -a [ist̄imadu, -a] kind
 estimar [ist̄imar] to esteem, value;
 be glad
 o estio [ist̄it̄u] summer
 a estrada [istr̄ada] road; — de ferro
 railway; — de rodagem highway,
 motor road
 estrangeiro, -a [istr̄aʒeiru, -a] for-
 eign; foreigner
 estreito, -a [ist̄reit̄u, -a] narrow
 estudar [ist̄udar] to study
 eu [eu] I
 Europeu [yurupet̄u] European
 Exa. = Exceléncia [yxl̄s̄ns̄a] Excel-
 lency
 excelente [yxl̄s̄nt̄i] excellent
 exclamar [yklemar] to exclaim
 o exercício [z̄l̄rs̄is̄u] exercise
 Exmo. Sr., Exma. Sra. forms used in
 polite correspondence
 a expectativa [ȳpet̄et̄iv̄a] expectation
 a experiência [ȳp̄rié̄s̄a] experiment;
 experience; a título de —, by way
 of experiment
 explicar [ypl̄ikar] to explain

F

- a fábrica [fabrik̄a] factory
 o fabricante [fabrik̄ant̄i] manufacturer
 fabricar [febrik̄ar] to manufacture,
 make
 a faca [fak̄a] knife
 fácil, pl. fáceis [fasil, fasel̄s] easy
 a factura [fature] bill, invoice
 falar [falar] to speak
 a falta [falta] lack; mistake
 a família [familia] family
 famoso, famosa, etc. [femozu, -oz̄a]
 famous
 o favor [fevor] favor; faça —, please
 favorável [fevuravel] favorable

- favorito, -a [fevuritu, -a] favorite
 a fazenda [fezēnd̄a] large farm, plan-
 tation; cloth, material
 o fazendeiro [fezēndeiru] planter
 fazer [fezer] to do, make; — bom
 (etc.) tempo be good (etc.) weather;
 — calor (etc.) be hot (etc.)
 fechar [flear] to close, shut
 o feitio [feitiu] shape, form
 feliz [fliz̄] happy
 o feriado [firiadu] holiday; dia —,
 holiday
 as férias [fer̄ias] vacation
 Fernando [férnēdu] Ferdinand
 o ferro [ferru] iron; estrada de —,
 railway
 fevereiro [fiv̄reiru] February
 ficar [fikar] to stay, remain; be
 (describing condition or state); —
 contente be glad or happy
 o fidalgo [fidalgu] nobleman
 o filho, a filha [filu, fiz̄] son, daugh-
 ter; pl. —os children
 financeiro, -a [finēseiru, -a] financial
 a fôlha [fo.ł̄a] leaf
 a fome [fom̄] hunger; ter —, to be
 hungry
 formoso, -a, etc. [furmozu, furmoze,
 etc.] handsome, beautiful
 forte [forti] strong
 francês, francesa [fr̄ses, fr̄seza]
 French
 freqüentemente [fr̄k̄uentim̄ent̄i]
 frequently
 o frio [friu] cold; ter —, to be cold
 (of a person); fazer —, be cold (of
 the weather); ser (estar) —, be
 cold (of a thing)
 a fronteira [fr̄onteir̄a] frontier
 fumar [fumar] to smoke
 a fundação [fundass̄u] founding
 fundar [fundar] to found

G

- ganhar [geln̄ar] to gain, earn, acquire
 o garção [garſ̄əu] waiter
 o garfo [garfu] fork
 a garganta [gargānt̄a] throat; dor de
 —, sore throat

- a geografia [ʒiugrəfɪɐ] geography
geral [gɪrl] general
o giz [ʒiz] chalk
gostar [gustar] to like
o gôsto [gostu] taste; pleasure; ter —
em to take pleasure in, be glad to
gostoso, -a, etc. [gustožu, gustože,
etc.] appetizing, pleasing
gozar [guzar] to enjoy
a gramática [grəmatikɐ] grammar
grande [grãndi] large, big; great
a gravata [grevatɐ] cravat, necktie
o guarda [gúarde] conductor (*on
train*)
o guardanapo [gúardenapu] napkin
a guerra [gerrɐ] war

H

- há [a] there is, there are; que —?
what's the matter? que — de
notável? what is there unusual?
o habitante [abitent̩] inhabitant
haver [ever] to have, be (*imper-
sonal*); — que be necessary
Henrique [érrik̩] Henry
a história [istoriɐ] history
hoje [ɔʒi] today
o homem [omẽi] man
honrar [órrar] to honor
a hora [ɔrə] hour; o'clock; a que —s
when, at what time; que —s
são? what time is it? as —s time
(*of day*)
o horário [urar̩u] timetable
o hotel, pl. hotéis [otel, otei̩s] hotel

I

- a ida [ida] walk; bilhete de —, one-
way ticket; bilhete de — e volta
round-trip ticket
a idade [idadi] age
igual [igüal] equal
igualmente [igüalmēnt̩] equally
a imagem [imɛʒi̩m] statue
imatricular-se [imatríkular-s̩] to
matriculate, register
a importância [impurt̩s̩s̩] importance
importante [impurt̩s̩t̩] important

- importar [impurtar] to be important,
matter; import
incluso, -a [Inkluzu, -e] included,
enclosed
incomodar [Inkumudar] to trouble
indicado, -a [Indikadu, -e] indi-
cated, mentioned
o índio [Indiu] Indian
informar [ifurmar] to inform
inglês, inglesa, etc. [ingles, Inglesa,
etc.] English
inteligente [Intiliġent̩] intelligent
interessante [Intiressent̩] interesting
introduzir [Intruduzir] to introduce,
bring in
o inverno [İvern̩u] winter
ir [ir] to go; ir (+ infin.) go and
(+ infin.); — a pé go on foot;
— ter get to, end up; —se em-
bora go away
o irmão, a irmã [irmāu, -e] brother,
sister
Isabel [izəbel] Elizabeth, Betty

J

- já [za] already, at once, now, in due
time; — não no longer
janeiro [janeiru] January
a janela [janel̩a] window
o jantar [jéntar] dinner
jantar [jéntar] to dine; sala de —,
dining room
o jardim [jardi] garden
o jesuita [jizüt̩s̩] Jesuit
João [júeū] John
Joãozinho [júeūz̩iŋu] Johnny
o jornal [jurnal] newspaper
julho [jułu] July
junho [juŋu] June
juntamente [jüntemēnt̩] along
with, together
junto (de) [jüntu] beside, next to

L

- lá [la] there, thither
a lã [l̩] wool
o lado [ladu] side
o lago [lagu] lake
a lágrima [lagrima] tear

- o lápis [lápɪs] pencil
 a laranja [láraŋʒa] orange
 largo, -a [lārgu, -e] wide, broad
 lavar [ləvar] to wash, clean
 o lavrador [ləvɾadɔr] farmer
 o leite [leít̩i] milk
 a leitura [lēitura] reading; livro de —, reading book, reader
 a lembrança [lēmbrânsa] memory; regards
 lembrar [lēmbrar] to remember;
 —se (de) remember
 o lenço [lēs̩u] handkerchief
 o lençol, pl. lençóis [lēs̩ol, lēs̩ois] sheet
 ler [ler] to read
 o leste (or este) [lest̩i] East
 levantar [lēvnt̩ar] to lift; ——se arise, get up
 levar [lēvar] to lift, carry; take (of time); wear
 lhe, pl. lhes [l̩i, l̩is] him, to him, her, to her, it, to it, you, to you; pl. them, to them, you, to you
 lho, lha, etc. combination of the def. article with lhe
 a liberdade [libirdadi] liberty
 a lição, pl. lições [lis̩t̩u, -ō̄s] lesson
 limitar [lēmitar] to limit; ——se be limited, be bounded; ——se com be bounded by
 limpar [lēmpar] to clean, wipe, dry
 limpo, -a [lēmpu, -e] clean
 lindo, -a [lindu, -e] pretty, nice
 a língua [līng̩u] tongue; language
 a linha [līn̩a] line
 Lisboa [lis̩b̩ōs] Lisbon
 a lista [list̩a] list; bill of fare
 a literatura [lit̩erat̩ura] literature
 a livraria [livraria] bookstore
 o livro [livru] book
 logo [lōgu] at once, directly, soon, then; — que as soon as; até —, good-by, "so long"
 a loja [lɔʒ̩a] shop, store
 longe [lōʒ̩i] far, distant
 a lua [lūa] moon; faz —, the moon is shining
 o lugar [lugar] place, seat
 Luiz [lūīs] Louis
 a luz [lūz] light

M

- má see mau
 a mãe [mā̄i] mother
 maio [maiū] May
 maior [māiɔ̄r] larger, greater; a — parte most
 mais [mais̄] more; — de more than
 mal [mal̄] badly, poorly; scarcely, hardly
 a mamã [mam̄a] mama, mother
 mandar [māndar] to command, order; send
 a maneira [māneira] way, manner; de — que so that, so as
 a manga [māng̩a] sleeve
 a manhã [mān̄iã] morning; de (or pela) —, in the morning
 a manteiga [mānt̩eig̩a] butter
 a mão, pl. mãos [māū, -s̄] hand
 o mar [mar] sea, ocean
 a marca [mark̄a] brand
 marcar [mark̄ar] to point out, call attention to
 março [mars̄u] March
 Maria [mariā] Mary
 mas [mas̄] but
 o mate [mat̄i] kind of herb tea, popular in Brazil, same as erva-mate
 o mato [matū] brush, undergrowth
 mau, má [maū, ma] bad
 me [m̄i] me, to me
 o médico [medikū] physician
 a medida [mēd̄id̄a] measure
 meio, -a [meiū, -e] half; meio-dia noon; meia-noite midnight
 melhor [mēʃ̄or] better
 melhorar [mēʃ̄urar] to better, improve
 o menino, a menina [mēninū, -e] child, boy, girl
 menor [mēnor] smaller
 menos [menus̄] less, least, fewer, fewest; minus; a — que unless
 o menu [mēnū] bill of fare, menu
 o mercado [mērkadū] market
 o mês, pl. meses [mes, mez̄is] month
 a mesa [mezs̄] table, desk table
 mesmo, -a [mezmū, -e] same; self; even

a metade [mētadē] half
 meu, minha [mēū, mījra] my, mine
 mil [mil] thousand; — réis milreis
*(former monetary unit in Portugal
 and Brazil)*
 milésimo, -a [mīlezimū, -ā] thou-
 sandth
 milhão, pl. -ões [mīlhō̄, -ō̄s] million
 mim [mī] me
 minha see meu
 o minuto [minutu] minute
 o moço, a moça [mosu, -ā] boy, girl;
 young man, young lady
 modo [modu]: de — que so that,
 so as
 a moeda [mōeda] money, coin
 o momento [mumēntu] moment; nêste
 —, at that moment, right then
 monetário, -a [munitarū, -ā] moneta-
 ry
 a montanha [mōntanha] mountain
 morar [murar] to live, dwell
 morrer [murrer] to die
 morto, -a [mortu, morte, etc.] dead
 mostrar [mustrar] to show
 o motorista [muturista] driver, mo-
 torman
 o móvel, pl. móveis [mōvel, mōveis] piece of furniture; pl. furniture
 o movimento [muvimēntu]: pôr-se
 em —, see pôr
 muito, -a [mūltu, -ā] much; pl.
 many; —as vezes often; *adv.*
 quite, much, very, very much, à
 great deal; —... para too... to
 a mulher [mułer] woman, wife
 multiplicar [multiplikar] to multiply
 o mundo [mündu] world; people;
 todo o —, everybody
 a música [muzikə] music
 mútuo, -a [mutū, -ā] mutual

N

na see no
 nacional [nac̄ional] national
 nada [nadv̄] nothing
 não [nēū] no; já —, no more,
 no longer; — mais que only; a —
 ser que unless

naquele, -a, pl. -es, -as [nakele],
 nekele, nakeles, nakeles] in that;
 pl. in those
 naquilo [nekilu] in that
 nascer [nescer] to be born; o sol (a
 lua) nasce the sun (moon) rises
 o navio [naviu] ship
 necessário, -a [nis̄sariu, -ā] neces-
 sary
 o negócio [niḡosiu] business
 nem [nēl] nor; —...—, neither
 ... nor
 nenhum, nenhuma [nijnū, nijnūmā] no, none
 nêsse, -a, pl. -es, -as [nes̄l, ness̄,
 nesis, nessas] in that; pl. in those
 nêste, -a, pl. -es, -as [nestl, nest̄s,
 nestls, nestss] in this; pl. in these
 a neve [nev̄l] snow
 ninguém [ningēl] no one, nobody
 nisso [nisu] in that
 nisto [nistu] in this
 no, na, pl. nos, nas [nu, n̄s, nus,
 ness] in the, on the; *pron.* him,
 her, it; pl. them
 a noite [noit̄l] night, late evening; de
 (or pela) —, in the night
 o nome [nom̄l] name
 nono, -a [nonu, -ā] ninth
 o norte [nōrt̄l] north
 nos [nus] us, to us (*obj. of verb*)
 nós [nos] we; us (*obj. of preposition*)
 nosso, -a [nosu, -ā] our, ours
 notar [nutar] to note, observe
 notável [nutavel] unusual, notable
 nove [nov̄l] nine
 novecentos, -as [nov̄séntus, -es]
 nine hundred
 novembro [nuvēmbru] November
 noventa [nuvēnt̄] ninety
 novo, nova [novu, nove, etc.] new
 num, numa [nū, nume] in a, on a
 o número [numiru] number
 nunca [nūnka] never

O

o, a, pl. os, as [u, v, us, vs] the;
pron. him, her, it, you, that, the
 one; pl. they, them, you, those .

a obra [ôbra] work (*of art, music, etc.*)
 obrigado, -a [ubrigadu, -a] obliged; thanks; muito —, much obliged, many thanks
 obter [obter] to obtain
 a ocasião, *pl.* -ões [ukezíə̄u, -ȭs] occasion, opportunity
 odiar [udiar] to hate
 oeste [ù esti] West
 oferecer [uférser] to offer
 o ouro [olu] gold
 oitavo, -a [oítavu, -a] eighth
 oitenta [oíténta] eighty
 oito [oitu] eight
 oitocentos, -as [oítuséntus, -ss] eight hundred
 olhar [ulhar]: — para to look at
 o olho [olu], *pl.* olhos [ólu] eye
 onde [öndi] where; para —? where to?
 o ônibus [onibus] autocar, "bus"
 ontem [önté̄] yesterday
 onze [ózi] eleven
 ora [óra] now
 o ordenado [ordínadu] salary, pay
 originário, -a [uriginariu, -a] native, indigenous
 a ortografia [urtugrafis] orthography,
 - spelling
 ou [o] or
 o outono [otonus] autumn, fall
 outro, -a [otru, -a] other, another;
 outra vez again
 outubro [otubru] October
 ouvir [ovir] to hear; — dizer hear,
 hear (it) said
 oxalá (que) [o'sala] oh that! I wish!
 if only! would that!

P

o pagamento [pagaméntu] payment
 pagar [pegar] to pay
 o pai [pai] father; os —s parents
 o país, *pl.* países [peis, psizis] country, nation
 a palavra [palavrə] word
 o paletó [pelito] coat
 pálido, -a [palidu, -a] pale

a panela [pênela] pot
 o pão, *pl.* pães [pêu, pêis] bread
 o Pão de Açúcar (Assúcar) Sugar Loaf Mountain (*high rock rising out of Rio harbor*)
 o papel [papel] paper
 o par [par]: ao —, at par
 para [para] for, in order to, to; — casa (to) home; — onde? where to?
 parar [parar] to stop
 parecer [periser] to appear, seem;
 que lhe parece? what do you think? what is your idea?
 a parede [paredi] wall
 a parte [parti] part; a maior —, most
 a partida [partida] departure
 partir [pertir] to leave, go
 passado, -a [pasadu, -a] past, last
 o passageiro [passazeiru] passenger
 a passagem [pesažé̄] passage, fare
 passar [pesar] to pass, spend; go
 passear [pesiar] to walk, stroll;
 drive
 o passeio [peseliu] walk; dar um —, to take a walk (ride)
 o passo [pasu]; ao — que while, whereas
 o pastor [pastor] shepherd, herdsman
 Paulo [paúlu] Paul
 o pé [pe] foot; a —, on foot
 o pedido [pididu] request
 pedir [pidir] to ask (for), order, require
 a pedra [pedre] stone; blackboard
 o peixe [peij] fish
 pelo, pela [pselu, -a] by the, through the
 a pena [pens] pen
 a pena [pene] trouble, pain; pity;
 valer a —, to be worth while, be worth the trouble; é —, it's a pity
 pensar [pésar] to think, think of, intend; — em think about, of
 pequeno, -a [píkenu, -a] little, small; — almoço breakfast
 percorrer [pírkurrer] to go through, traverse
 perder [pírder] to lose

- a pergunta [pírgunta] question
 perguntar [pírguntar] to ask
 permitir [pírmítir] to allow, let,
 permit
 Pernambuco [pírnámbuku] Pernambuco
 perto (de) [pertu] near
 pesar [plzár] to weigh
 pescar [plskar] to fish
 a pessoa [plsoe] person
 o piano [plfenu] piano
 pilhar [pičar] to catch, get; — uma constipação catch cold
 pior [pičr] worse, worst
 pitoresco, -a [pituresku, -e] picturesque
 a planta [plénta] plant
 plantar [pléntar] to plant
 pobre [pobr] poor
 poder [puder] to be able, can, may
 o poema [püema] poem
 pois [polis] as, because; well, then;
 for; — não certainly; — sim yes indeed
 por [pur] by, through, for, in exchange for, on account of
 pôr [por] to put; — se em movimento start off; o sol (a lua) põe-se the sun (moon) sets
 porém [puré] but, however
 porque [purki] because
 porque; porquê [purki, purke] why; why?
 a porta [porta] door
 o porto [portu] port
 Porto [portu] Oporto
 português, portuguesa [purtuges, portugeze] Portuguese
 pouco, -a [poku, -e] little, few;
 short; *adv.* little, not very; — a —, little by little, gradually
 poupar [popar] to save; spare
 o povo, *pl.* povos [povu, povus] people
 a povoação [puvüesëu] town
 povoados, -a [puvüadu, -e] populated
 a praça [prase] public square
 a praia [prala] beach
 a prata [prate] silver
 o prato [pratu] plate, course

- o prazer [prazer] pleasure; com muito —, with pleasure, gladly; ter — em to take pleasure in, be glad to precisar (de) [prísizar] to need preciso, -a [príscizu, -e] needed; ser —, to be necessary
 o preço [presu] price
 preferir [prifirir] to prefer
 preguiçoso, -a [prígisozu, -oze, etc.] lazy
 preparar [príperar] to prepare
 o presidente [prízidenti] president
 preto, -a [pretu, -e] black
 prezado, -a [prízadu, -e] valued, esteemed; kind (*letter*)
 a primavera [primévere] spring
 primeiramente [primeíreménti] at first, first (*adv.*)
 primeiro, -a [primeíru, -e] first; — almoço breakfast
 o primo, a prima [primu, -e] cousin
 principiar [prísipliar] to begin, commence, start
 o problema [prublemä] problem
 procurar [prukurar] to seek, look for
 o produto or producto [prudutu] product
 produzir [pruduzir] to produce
 o professor, a professora [prufisör, -e] teacher, professor
 proibir [prulbir] to forbid
 pronto, -a [pröntu, -e] ready
 propor [prupor] to propose, suggest
 a proteção [prutisëu] protection
 próximo, -a [prosimu, -e] near, next, approaching; — passado last month
 publicar [publikar] to publish

Q

- o quadro [küadru] picture; — preto blackboard
 qual, *pl.* quais [küal, küais] who, whom, what, which
 a qualidade [küelidadi] quality
 qualquer, *pl.* quaisquer [küalker, küaisker] any, anyone; whatever quando [küendu] when

quanto, -a [kū̄̄ntu, -s] how much, how many; all who, all that which, all those who
 quarenta [kū̄̄rē̄̄ntu] forty
 a quarta-feira [kū̄̄artefē̄̄rə] Wednesday
 quarto, -a [kū̄̄artu, -s] fourth, quarter
 o quarto [kū̄̄artu] room; — de banho bathroom; — de cama bedroom; — de dormir bedroom
 quase or quási [kū̄̄azi] almost
 quatro [kū̄̄atru] four
 quatrocéntos, -as [kū̄̄atrusē̄̄ntus, -ss] four hundred
 que, quê [ké̄̄, ke] that, who, whom, what, which; how! what! than; do —, than
 quem [ké̄̄l] who, whom; de —, whose
 quemquer [ké̄̄l̄̄ker] whoever
 quente [ké̄̄nti] warm, hot
 querer [kí̄̄rer] to want, wish; — a like, be fond of
 querido, -a [kí̄̄ridu, -s] dear, beloved
 a questão, pl. questões [kí̄̄stō̄̄, -ō̄̄s] question
 quinhentos, -as [kí̄̄nē̄̄ntus, -ss] five hundred
 a quinta-feira [kí̄̄ntsefē̄̄rə] Thursday
 quinto, -a [kintu] fifth
 quinze [kí̄̄zí̄̄] fifteen

R

rasgar [rrezgar] to tear
 a razão, -ões [rrezō̄̄, -ō̄̄s] reason, right; ter —, to be right
 realizar-se [rrifelizar-si] to realize, come true; take place, be held
 recear [rrisfar] to fear
 receber [rrisber] to receive
 a receita [rriseit̄̄] prescription
 a recepção, pl. -ões [rrisesō̄̄, -ō̄̄s] receipt
 a referência [rrifirē̄̄s̄̄] reference
 a região, -ões [rrigjō̄̄, -ō̄̄s] region
 o rei [rrē̄] king
 o relatório [rriletɔ̄̄r̄̄u] statement (of account)
 o relógio [rrilɔ̄̄giu] watch, clock

repetir [rrip̄̄t̄̄r] to repeat
 a república [rrip̄̄publik̄̄] republic
 o rés-do-chão [rrez-du-ʃō̄̄] ground floor
 resolver [rrizulver] to resolve, decide
 o respeito [rrispeit̄̄] respect; pl. regards
 responder [rrisp̄̄nd̄̄r] to reply, answer
 a resposta [rrisposta] reply, answer
 o restaurante [rristaūrānt̄̄] restaurant
 rever [rriver] to review
 rico, -a [rriku, -s] rich
 o rio [rriu] river; o Rio de Janeiro
 Rio de Janeiro
 rir [rrir] to laugh
 o rodagem [rudaʒ̄̄l]: estrada de —, highway, motor road
 rosbife [rrosbiff̄̄] beef
 a rota [rrote] (sea) route
 a roupa [rrops̄̄] clothes; — feita ready-made clothes
 a rua [rrū̄] street

S

o sábado [sabedu] Saturday
 o sabão [sabē̄̄] soap
 saber [saber] to know, know how to
 sair [seir] to leave, go out; — para go out into, leave for
 a sala [sala] room; — de visitas living room; — de jantar dining room
 saldar [saldar] to settle, balance
 o saldo [saldu] balance
 santo, -a [sē̄̄ntu, -s] saint
 São Sebastião [sē̄̄u sibastī̄̄u] St. Sebastian
 o sapato [sepatu] shoe
 a saudade [saūdadi] longing, desire; ter —s de to long for, have fond memories of, be homesick for
 a ciência [sī̄̄s̄̄] science
 se [sí̄̄] himself, herself, itself, oneself, yourself, one, people, themselves, yourselves
 se, si [sí̄̄] if
 secar [sí̄̄kar] to dry

- sêco, -a, *pl.* secos, sêcas [seku, etc.]
 dry
 a secretária [sikritarɪa] writing desk
 a sede [sedɪ] thirst; ter —, to be
 thirsty
 a seguida [sígidə] following; em —,
 then, next
 seguinte [sígintɪ] following
 seguir [sígir] to follow; take (*a
 course of study*)
 a segunda-feira [sígundəfeira] Monday
 segundo, -a [sígündu, -e] second
 segundo [sígündu] according (to)
 seis [seis] six
 seiscientos, -as [seiséntus, -as] six
 hundred
 sem [sé] without
 a semana [símenə] week
 sempre [sémprɪ] always; — que
 provided that
 o senhor, a senhora [sínor, -a] sir,
 gentleman; lady; wife; Mr.,
 Mrs.; you
 a senhorinha [sínjurɪnə] young lady,
 Miss; you
 a senhorita [sínjurítə] = senhorinha
 sentar(-se) [séntar] to sit down
 o sentido [séntido] sense, meaning;
 direction; em — contrário in the
 opposite direction
 sentir(-se) [séntir] to feel; be sorry,
 regret
 ser [ser] to be; — aplicado be dili-
 gent, be hardworking; — bom be
 good; a não —, unless; seja o que
 for whatever may be
 o cerrado [sírtəu] the cerrado of Brazil
 (*semiarid region of brush*)
 servir [sírvir] to serve; —se help
 oneself
 sessenta [síseñta] sixty
 sete [setɪ] seven
 setecentos, -as [setiséntus, -as]
 seven hundred
 setembro [sítēmbru] September
 setenta [sítēnta] seventy
 sétimo, -a [setimu, -e] seventh
 seu, sua [seu, sue] his, her, hers, its,
 their, theirs, your, yours
- a sexta-feira [sextəfeira] Friday
 sexto, -a [sextu, -e] sixth
 si [si] himself, herself, itself, your-
 self, themselves, yourselves
 sim [si] yes
 snr. = senhor
 snra. = senhora
 só [so] alone; *adv.* only, just
 sob [sob] under
 sobre [sobrɪ] on, over, upon
 a sobremesa [sobrimeza] dessert
 o sobrescrito [u sobrískritu] envelope
 o sobrinho, a sobrinha [subriju, -e]
 nephew, niece
 o sofá [sufa] sofa
 o sol, *pl.* sóis [sol, sois] sun; faz —,
 the sun is shining
 sómente [sómen] only, alone
 o sono [sonu] sleep; ter —, to be
 sleepy
 a sopa [sopa] soup
 sua, suas see seu
 subir [subir] to go up; bring up, lift
 sublinhar [sublijar] to underline
 subscrever-se [subskríveler-si] to sub-
 scribe oneself, be (*in correspond-
 ence*)
 o sul [sul] south
 sumptuoso, -a [súntuozu, -ozə] sum-
 tuous, fine

T

- o tabaco [tabaku] tobacco
 tal, *pl.* tais [tal, taís] such (a)
 talvez [talvez] perhaps
 também [témbeɪ] also, too
 tanto, -a [tēntu, -e] as (so) much;
pl. as (so) many, so
 tão [tēu] so
- a tarde [tardi] afternoon, early eve-
 ning; de (pela) —, in the afternoon
 tarde [tardi] late
- o taxi [taksɪ] taxi
 te [ti] thee, to thee
 temer [tímer] to fear
- o tempo [tēmpu] time; weather;
 fazer bom —, to be good weather;
 fazer mau —, be bad weather
- ter [ter] to have; —...anos be...
 years old; — a bondade de be

good enough to; — fome, *etc.* be hungry, *etc.*; — razão be right; — dar get to, end up; — saudades see saudade
 a terça-feira [tercefeira] Tuesday
 terceiro, -a [tirseiru, -a] third
 terminar [tirminar] to end
 o terno [ternu] suit (*of clothes*)
 a terra [terra] earth, land
 téreo [terriu]: andar —, ground floor
 teu, tua [teu, tua] thy, thine
 ti [ti] thee
 a tinta [tintu] ink
 o tio, a tia [tiu, -a] uncle, aunt
 tirar [tirar] to take off; withdraw
 o título [titulu]: a — de as, by way of
 a toalha [tuafla] towel; — de mesa tablecloth
 tocar [tukar] to touch, play (*piano*, etc.)
 todavia [todevis] yet, however
 todo, tôda [todu, todâ] all, every
 tomar [tumar] to take
 tornar [turnar] to become, make; — a + *infin.* to . . . again; — se become, be made
 o toucador [tokedor] dressing table
 o trabalhador [trabalhedor] laborer
 trabalhar [trabalhar] to work
 o transporte [trésportu] transportation
 tratar [tretar] to treat; try
 trazer [trezer] to bring
 o trem [tréu] train
 três [tres] three
 treze [trezi] thirteen
 trezentos, -as [trizéntus, -es] three hundred
 trigésimo, -a [trizezimu, -a] thirtieth
 trinta [trintu] thirty
 triste [tristu] sad
 tu [tu] thou
 tudo [tudu] all, everything

U

último, -a [ultimu, -a] last
 um, uma [ü, umu] one; uma vez once

undécimo, -a [ündesimu, -a] eleventh
 a unidade [unidadu] unity; unit uns, umas [üs, umes] some; about uruguaiano, -a [uruguaianu, -a] Uruguayan
 usar (de) [uzar] to use, make use of
 o uso [uzu] use útil [util] useful
 utilizar [utilizar] to use, make use of, take advantage of

V

V. Sa(s), Vossa(s) Senhoria(s) you (*form used in correspondence*)
 a vaca [vaka] cow; carne de —, beef
 o vagão [vagão] railroad car; — leito sleeping car; — restaurante dining car
 valer [vsler] to be worth; — a pena be worth while, be worth the trouble
 o valor [vslor] value
 o vapor [vapor] steam; steamboat vários, -as [varius, -es] various, different; several velho, -a [velhu, -a] aged, old
 a venda [venda] sale vender [vender] to sell Vendor. = venerador
 venerador [vinredor] respectfully, sincerely (*used in correspondence*)
 o vento [vēntu] wind; fazer —, to be windy
 o verão, pl. —ões [virêu, -óis] summer
 a verdade [virdadu] truth verdadeiramente [virdadeiramente] really, truly
 verdadeiro, -a [virdadeiru, -a] real, genuine (*before noun*); true (*after noun*)
 vermelho, -a [virmelu, -a] red vestir [vistir] to put on (*clothing*); — se get dressed, dress oneself a vez [vez] time; às —es sometimes; muitas —es often; em — de instead of; algumas —es sometimes; uma —, duas —es, *etc.*

once, twice, *etc.*; outra —, again;
de — em quando now and again
a viagem [vɪaʒɛm] voyage, trip; fazer
uma —, to take a trip
o viajante [vɪaʒəntɪ] traveler
viajar [vɪaʒar] to travel
a vida [vida] life
vigésimo, -a [vɪzɛzimu, -a] twenty-
tieth
o vinho [vijnu] wine
vinte [vintɪ] twenty
vir [vir] to come; — a (+ *infin.*)
come to, get to (+ *infin.*)
a visita [vɪzɪta] visit, call; sala de —s
living room
visitar [vɪzɪtar] to visit
a vista [vista] sight; view
viver [viver] to live
vivo, -a [vivu, -a] lively; living
Vnrs. = **veneradores**
voar [vɔar] to fly
você [võse] you
a volta [volte] turn; bilhete de ida e

—, round-trip ticket; dar uma
—, to take a turn, walk; estar de
—, be back
voltar [voltar] to turn; return; —
a (+ *infin.*) to . . . again
vos [vus] you, to you (*obj. of verb*)
vós [võs] you (*subj. of verb and obj.*
of preposition)
Vossa Exceléncia [võsə iksilénsɪ] you
(*formal*)
Vossa Senhoria [võsə sénjurɪə] you
(*in business correspondence*)
vosso, -a [võsu, -a] your, yours

W

Wáshington [ʊaʃɪŋton] Washington

Z

zangar-se [zəŋgar-sɪ] to get angry
o zero [zeru] zero

VOCABULARY

English-Portuguese

A

a um, uma; in —, num, numa; on —,
num, numa
able: to be —, poder
about quase, quásí; cérca de
accept aceitar
accompany acompanhar
accord: —ing conforme; —ing to se-
gundo
account a conta; on — of por
acknowledge acusar
acquaint: to be —ed with conhecer
acquire ganhar
address a direcção; o enderêço
advantage: to take — of utilizar
advertisement o anúncio
advice o conselho
advise aconselhar
affection o afecto; a estima
after depois; depois de; depois que
afternoon a tarde; in the —, de (pela)
tarde
afterward depois
again outra vez; to . . . again voltar
a (+ *infin.*)
age a idade
aged velho, -a
agency a agência
agitated agitado, -a
agreeable agradável
air o ar
airplane o avião, *pl.* -ões
all todo, tôda; tudo; — that which
quanto, -a; — those who quantos,
-as; — who quantos, -as
allow permitir
ally aliado, -a
almost quase, quásí
alone só

along: — with juntamente
already já
also também
although ainda que; apesar de
always sempre
America América
among entre
amuse: to — oneself divertir-se
amusing engraçado, -a
and e
angry: to get —, zangar-se
Anna Ana
another outro, -a
answer a resposta
answer responder
any alg-um, -uma, *pl.* -uns, -umas;
qualquer, *pl.* quaisquer
anybody alguém
anyone alguém; qualquer, *pl.* quais-
quer
anything alguma coisa, algo
appear parecer
appearance a aparência
appetizing gostoso, -a
appreciate apreciar
approaching próximo, -a
appropriate apropriado, -a
April abril *m.*
arise levantar-se
arithmetic a aritmética
arrange arranjar
arrival a chegada
arrive chegar
as como; pois; — soon —, assim que;
— long —, enquanto que
ask perguntar; to — for pedir
assure assegurar
at a
attention: to call — to marcar
August agosto *m.*

aunt a tia
 author o escritor
 autocar o ônibus
 automobile o automóvel
 autumn o outono
 avenue a avenida
 await esperar
 axis o eixo
 axle o eixo

B

back: to be —, estar de volta
 bad mau, má
 badly mal
 baggage a bagagem
 balance o saldo
 balance saldar
 baptize batizar
 basket a cesta
 bath o banho
 bathroom o quarto de banho
 bay a baía
 be achar-se; estar; ser; (*impersonal*)
 haver; to — all right estar bem; —
 good ser bom, boa; — warm, hot
 (*of the weather*) fazer calor; — warm,
 hot, etc. (*of a person*) ter calor, etc.;
 — well estar bom
 beach a praia
 bean o bago
 beautiful belo, -a; bonito, -a; formoso,
 -a
 because porque; — of a causa de
 become tornar-se
 bed a cama
 bedroom o quarto de cama; o quarto
 de dormir
 beef a carne de vaca, rosbife
 beefsteak o bife
 before antes (de), (que)
 begin começar; principiar
 believe crer; to — so (not) crer que
 sim (não)
 beloved querido, -a
 below abaixo
 bench o banco
 beside junto (de)
 besides além disso; além de
 better melhor
 better melhorar

Betty Isabel
 between entre
 beverage a bebida
 beyond além
 big grande
 bill a conta; a factura; — of fare a
 lista; o menú; o cardápio
 billion o bilhão, pl. -ões (*or* bilião, pl.
 -ões)

black preto, -a
 blackboard a pedra; o quadro preto
 blanket o cobertor
 blind cego
 blue azul
 board: to be on —, estar a bordo
 boat o barco
 book o livro
 bookstore a livraria
 born: to be —, nascer
 both ambos, -as
 bounded: to be —, limitar-se; be —
 by limitar-se com
 box a caixa
 boy o menino; o moço
 brand a marca
 Brazil o Brasil
 Brazilian brasileiro, -a
 bread o pão, pl. pães
 break: to — out declarar-se
 breakfast primeiro (pequeno) almoço
 bring trazer; to — up subir
 broad largo, -a
 brother o irmão
 brush o mato
 build construir
 building o edifício
 "bus" o ônibus
 business o negócio
 bustling animado, -a
 but mas
 butter a manteiga
 buy comprar
 by de; por; — the pelo, pela

C

call a visita
 call chamar; to be —ed chamar-se;
 — attention to marcar
 can poder; saber

capital	a capital	cold	o frio; to be — (<i>of a person</i>) ter frio; be — (<i>of the weather</i>) fazer frio; be — (<i>of a thing</i>) ser (estar) frio
car:	dining —, o vagão-restaurante;	Columbus	(Christopher) Colombo (Cristóvão)
	railroad —, o vagão; sleeping —, o vagão-leito	come	vir; to — in entrar (em); — to vir a (+ <i>inf.</i>); — with acompanhar
care	o cuidado	comfortable	confortável
carry	levar	command	mandar
case	o caso	commercial	comercial
cashier	o caixa; o caixeiro	company	a companhia
catch	pilhar; to — cold pilhar uma constipação	competition	a concorrência
cattle	raiser o criador	condition	a condição, <i>pl.</i> -ões
cause	a causa	conductor	(on train) o guarda
cease	deixar de (+ <i>inf.</i>)	confidence	a confiança
cent	o centavo	consequence	a consequência
center	o centro	considerable	avultado, -a
certain	certo, -a	consult	consultar
certainly	pois não	continue	continuar
chair	a cadeira; arm—, cadeira de braços	contrary	contrário, -a
chalk	o giz	convenient	conveniente; to be —, con-vir
Charles	Carlos	conversation	a conversação, <i>pl.</i> -ões
chauffeur	o chauffeur	cook	o cozinheiro, a cozinheira
cheap	barato, -a	cook	cozinhar
check	o cheque	corner	a esquina
chiffonier	a cômoda	correct	corrigir
child	a criança; o menino, a menina	correctly	correctamente
children	os filhos	cost	custar
choice	a escolha	country	o país, <i>pl.</i> países; — (<i>as opposed to city</i>) o campo
choose	escolher	course	o curso; o prato
city	a cidade	courteous	atento, -a; cortês
class	a classe; a aula	cousin	o primo, a prima
classroom	a aula	cover	cobrir
clean	limpo, -a	cow	a vaca
clean	lavar; limpar	cravat	a gravata
clerk	o empregado	credit	o crédito
clock	o relógio	cultivate	cultivar
close	fechar	cup	a chávena
cloth	a fazenda; table—, a toalha de mesa	custom	o costume
clothes	a roupa; ready-made —, a roupa feita; suit of —, o terno		
coal	o carvão (de pedra)		
coast	a costa		
coat	o paletó		
cocoa	o cacau		
coffee	o café; — tree o cafeiro		
coin	a moeda		
cold	a constipação; to catch —, pilhar uma constipação; have a —, estar constipado, -a	D	
		daughter	a filha
		day	o dia; — after tomorrow depois de àmanhã; — before yesterday anteontem; good —, bons dias or bom dia
		dead	morto, -a

deal: a great —, muito
 dear caro, -a; querido, -a
 debit o débito
 debt o débito
 December dezembro *m.*
 decide resolver
 declare declarar; be —d declarar-se
 delicacy delícia
 delight delícia
 departure a partida
 descend descer
 desire desejar
 desk: writing —, a secretária
 dessert a sobremesa
 devoted atento, -a
 die morrer
 different vários, -as
 difficult difícil
 difficulty a dificuldade
 diligent aplicado, -a; to be —, ser
 aplicado
 dine jantar
 dinner o jantar
 direction a direcção
 direction o sentido; in the opposite —,
 em sentido contrário
 directly logo
 discover descobrir
 discoverer o descobridor
 disembark desembarcar-se
 disposed dispôsto, disposta
 distance a distância
 distant longe
 divide dividir
 do fazer
 dock o cais
 doctor o doutor
 dog o cão, *pl.* cães
 dollar o dólar
 door a porta
 doubt a dúvida
 doubt duvidar
 draw: to — away afastar-se
 dress: to — oneself vestir-se
 dressed: to get —, vestir-se
 drink a bebida
 drink beber
 driver o motorista
 dry seco, -a
 dry limpar; secar; enxugar

during durante
 dwell morar

 E
 each cada; — one cada um
 early cedo
 earn ganhar
 earth a terra
 East o leste (*or* este)
 easy fácil
 eat comer
 eight oito; — hundred oitocentos, -as
 eighteen dezoito
 eighth oitavo, -a
 eighty oitenta
 electric eléctrico, -a
 elevator o elevador
 eleven onze
 eleventh undécimo, -a
 Elizabeth Isabel
 embark embarcar
 embrace abraçar; abranger
 employment o emprégo
 enclosed incluso, -a
 end terminar; to — up ir ter; ter dar
 English inglês, inglesa
 enjoy gozar
 enough bastante; to be good — to ter
 a bondade de
 enter entrar (em)
 envelope o envelope, o sobreescrito
 equal igual
 equally igualmente
 erase apagar
 eraser o apagador
 esteem a estima
 esteem estimar
 esteemed prezado, -a
 even mesmo, -a
 even: — if ainda que
 evening: early —, a tarde; late —, a
 noite
 every cada; todo, -a; — one cada um
 everybody todo o mundo
 everything tudo
 Excellency Exa., Excelência
 excellent excelente
 exchange: in — for por
 exclaim exclamar
 excuse desculpar

exercise o exercício; — book o caderno
 expect esperar; to be —ed dever
 expectation a expectativa
 expensive caro, -a
 experience a experiência
 experiment a experiência; by way of
 —, a título de experiência
 explain explicar
 extend estender-se
 eye o olho, *pl.* os olhos

F

face a cara
 factory a fábrica
 fail: to — to deixar de (+ *infinitive*)
 fall o outono
 fall cair
 family a família
 famous famoso, -a
 far longe
 fare a passagem; bill of —, a lista, o
 menu
 farewell adeus
 farm: large —, a fazenda
 farmer o lavrador
 fast depressa
 father o pai
 favor o favor
 favorable favorável
 favorite favorito, -a
 fear recear; temer
 February fevereiro *m.*
 feel sentir(-se)
 Ferdinand Fernando
 few poucos, -as; alguns, algumas
 fewer menos
 fields os campos
 fifteen quinze
 fifth quinto, -a
 fifty cinqüenta
 financial financeiro, -a
 find achar; encontrar; to — oneself
 achar-se
 fine belo, -a
 finger o dedo
 finish acabar
 first primeiro, -a; primeiramente; at
 —, primeiramente
 fish o peixe

fish pescar
 five cinco; — hundred quinhentos, -as
 floor o andar; ground —, andar térreo;
 o rés-do-chão; upper —, andar de
 cima
 fly voar
 follow seguir
 following a seguida
 following seguinte
 fond: to be — of querer a; have —
 memories ter saudades
 food a comida
 foot o pé; on —, a pé
 footwear o calçado
 for para, por; pois
 forbid proibir
 foreign estrangeiro, -a
 foreigner estrangeiro, -a
 forget esquecer-se (de)
 fork o garfo
 form o feitiço
 formerly antes
 forty quarenta
 forward adiante
 found fundar; to be —, encontrar-se
 founding a fundação
 four quatro; — hundred quatrocentos,
 —as
 fourteen catorze
 fourth quarto, -a
 French francês, francesa
 frequently freqüentemente
 Friday a sexta-feira
 friend o amigo, a amiga; little —, o
 amiguinho, a amiguinha
 from de; a; — the do(s), da(s)
 frontier a fronteira
 full cheio, -a
 funny engraçado, -a
 furnace o calorífero
 furniture *pl.* os móveis; piece of —, o
 móvel
 further: — yet mais adiante

G

gain ganhar
 garden o jardim
 general geral
 gentleman o senhor

genuine verdadeiro, -a (<i>before noun</i>)	handsome belo, -a; formoso, -a
geography a geografia	happy contente; to be —, ficar contente
get buscar; chamar; pilhar; to —	hard difícil; — worker aplicado
angry zangar-se; — seasick enjojar;	hardly mal
— to ir ter; ter dar; vir a (+ <i>infín.</i>);	hardworking: to be —, ser aplicado
— up levantar-se; go and — ir	hat o chapéu
buscar	hate odiar
girl a menina; a moça	have ter; haver
give dar	he élle
glad contente; to be —, ficar contente;	headache dor de cabeça
estimar; be — to ter gôsto em, ter	hear ouvir; to — (it) said ouvir dizer
prazer em	heat o calor
gladly com muito prazer	heat aquecer
glass o copo	held: to be —, realizar-se
go andar; ir; partir; passar; to —	help ajudar
and ir (+ <i>infín.</i>); — and get ir	Henry Henrique
buscar; — away ir-se embora; —	her a (la, na); ela; sua; to —, lhe
down descer; — in entrar (em); —	herdsman o pastor
on foot ir a pé; — out sair; — out	here aqui; cá
into sair para; — through percorrer;	hers sua, seu; dela
— to bed deitar-se; — up subir	herself se; si
goat a cabra	high alto, -a
gold o ouro	highway a estrada de rodagem
good bom, boa; to be — enough to ter	him o (lo, no); élle; to —, lhe
a bondade de	himself se; si
good-by adeus; até logo; to say —	his seu, sua; dêle
(to) despedir-se (de)	history a história
goodness a bondade	hither cá
gradually pouco a pouco	holiday dia feriado; o feriado
grain o bago	home: at —, em casa; at the — of
grammar a gramática	em casa de; (to) —, para casa
grandfather o avô	homesick: to be —, ter saudades de
grandmother a avó	honor honrar
grandparents os avôs	hope esperar; — so esperar que sim
grant conceder; —ed that dado o caso	horse o cavalo
que; dado que	hot quente; to be — (<i>of the weather</i>)
grateful: to be — for agradecer	fazer calor; (<i>of a person</i>) ter calor;
great grande	(<i>of a thing</i>) ser (estar) quente
greater maior	hotel o hotel
ground: — floor andar térreo; o rés-	hour a hora
do-chão	house a casa
grow crescer; cultivar; dar-se	how como; — are you? como está (vai, passa)?

H

habit o costume	however todavia; porém
half a metade	Hunchback Mountain o Corcovado
half meio, -a	hundred cem; cento (<i>in combination</i>).
hand a mão, pl. mãos	hundredth centésimo, -a
handkerchief o lenço	hunger a fome

hungry: to be —, ter fome

husband o esposo, *pl.* esposos; o marido

I

I eu

idea: what is your —? que lhe parece?

if se; si; — only! oxalá (que)

ill doente

import importar

importance a importância

important importante; avultado, -a;

to be —, importar

improve melhorar

in em; — order to afim de, para

inclined dispôsto, disposta

include abranger

included incluso, -a

indeed: yes —, pois sim

Indian o índio

indicated indicado, -a

indigenous originário, -a

industrious aplicado, -a

inform informar

inhabitant o habitante

ink a tinta

install oneself acomodar-se

instead: — of em vez de

insure assegurar

intelligent inteligente

intend pensar

interesting interessante

introduce apresentar; introduzir

invitation o convite

invite convidar

invoice a factura

iron o ferro

it êle, ela; o (lo, no), a (la, na)

its seu, sua; dêle, dela

itself se; si

J

January janeiro *m.*

Jesuit o jesuita

John João

Johnny Joãozinho

July julho *m.*

June junho *m.*

just acabar de (+ *infm.*); só

K

key a chave

kind estimado, -a; (*letter*) prezado

kindness a bondade

king o rei

kitchen a cozinha

knife a faca

know conhecer; saber; to — how to saber

knowledge os conhecimentos

known: well—, afamado, -a

L

laborer o trabalhador

lack a falta

lady a senhora; young —, a moça; a senhorinha; a senhorita

lake o lago

land a terra

language a língua

large grande

larger maior

last passado, -a; ultimo, -a; — month o próximo passado

late tarde

laugh rir

lawyer o advogado

lazy preguiçoso, -a

leaf a folha

learn aprender

least menos

leave partir; sair; to — for sair para

left esquerdo, -a

less menos

lesson a lição

let deixar; permitir

letter a carta

liberty a liberdade

lie: to — down deitar-se

life a vida

lift levantar; levar; subir

light a luz

like como

like gostar; querer a

limit limitar; to be —ed limitar-se

line a linha

Lisbon Lisboa

list a lista

listen escutar
 literature a literatura
 little pequeno, -a; pouco, -a; — by —,
 pouco a pouco
 little *adv.* pouco
 live morar; viver
 lively vivo, -a; animado, -a
 living vivo, -a
 long comprido, -a; as — as enquanto
 que; to — for ter saudades de
 longer: no —, já não
 longing a saudade
 look: to — at olhar para; — for pro-
 curar
 lose perder
 Louis Luiz
 low baixo, -a
 lunch o almôço; *pl.* almoços
 lunch almoçar

M

made: to be —, tornar-se
 maid a criada
 mail o correio
 make fazer; tornar
 mama a mamã
 man o homem; young —, o moço
 manner a maneira
 manufacture fabricar
 manufacturer o fabricante
 many muitos, -as; as (so) —, tantos,
 -as; how —, quantos, -as
 March março *m.*
 market o mercado
 Mary Maria
 material a fazenda
 matriculate matricular-se
 matter: what's the —? que há?
 matter importar
 May maio *m.*
 may poder
 me me; mim; to —, me
 meal a comida
 meaning o sentido
 measure a medida
 meet encontrar; encontrar-se com;
 — with dar com
 memories: to have fond —, ter sau-
 dades

memory a lembrança
 mentioned indicado, -a
 menu o menu
 midnight meia-noite
 milk o leite
 million milhão, *pl.* -ões
 mine meu(s), minha(s)
 minus menos
 minute o minuto
 mirror o espelho
 Miss a senhorinha; a senhorita
 mistake o êrro; a falta; to be —n
 enganar-se
 moment o momento; at that —, neste
 momento
 Monday a segunda-feira
 monetary monetário, -a
 money o dinheiro; a moeda
 month o mês, *pl.* meses; last —, o mês
 próximo passado
 moon a lua; the — is shining faz lua;
 the — sets a lua põe-se
 more mais; — than mais de; no —,
 já não
 moreover além disso
 morning a manhã; good —, bons dias;
 bom dia; in the —, de (*or* pela)
 manhã
 most a maior parte
 mother a mãe; a mamã
 motorman o motorista
 mountain a montanha
 "movies" o cinema
 Mr. o senhor
 Mrs. a senhora
 much muito, -a; *adv.* muito; as (so)
 —, tanto, -a; how —, quanto, -a;
 too — to muito para; very —, muito
 multiply multiplicar
 music a música
 must dever
 mutual mútuo, -a
 my meu(s), minha(s)

N

name o nome; to be —d chamar-se
 napkin o guardanapo
 narrow estreito, -a
 nation o país, *pl.* países

national	nacional
native	originário, -a
near	cêrca; perto (de); próximo, -a
necessary	necessário, -a; to be —, ser preciso; be — to haver que
necktie	a gravata
need	precisar (de)
needed	preciso, -a
neither:	—... nor nem... nem
nephew	o sobrinho
never	nunca
new	novo, -a
newspaper	o jornal
next	em seguida; próximo, -a; — to junto (de)
nice	lindo, -a
niece	a sobrinha
night	a noite; in the —, de (or pela) noite
nine	nove; — hundred novecentos, -as
nineteen	dezenove (dezanove)
ninety	noventa
ninth	nono, -a
no	nenhum, nenhuma; — one nin- guém
no não;	— longer já não; — more já não
nobelman	o fidalgo
nobody	ninguém
none	nenhum, nenhuma
noon	meio-dia
nor	nem; neither... —, nem... nem
north	o norte
not	não
notable	notável
note	notar
notebook	o caderno
nothing	nada
November	novembro m.
now	agora; já; ora; — and again de vez em quando
number	o número
 O	
obliged	obrigado, -a; much —, muito obrigado, -a
observe	notar
obtain	obter
occasion	a ocasião, pl. -ões
ocean	o mar
o'clock	a hora
October	outubro
of	de; — a, — one dum, duma
offer	oferecer
office	o escritório
often	muitas vezes
oh:	— that! oxalá (que)
old	velho, -a; to be... years —, ter ... anos
on	em; sobre
once	uma vez; at —, já; logo
one	um, uma; se; the —, o, a
oneself	se; si
only	não mais que; só; sómente
open:	—ed, aberto, -a
open	abrir
Oporto	Porto
opportunity	a ocasião, pl. -ões
opposite	contrário, -a
or	ou
orange	a laranja
order:	in — to afim de; para
order	mandar; pedir
orthography	a ortografia
other	outro, -a
ought	dever
our	nosso, -a
ours	nosso, -a
over	sobre
owe	dever
 P	
pain	a dor; a pena
pale	pálido, -a
pan	a caçarola
paper	o papel
par:	at —, ao par
pardon	desculpar
parents	os pais
part	a parte
pass	passar
passage	a passagem
passenger	o passageiro
past	passado, -a
Paul	Paulo
pay	o ordenado
pay	pagar
payment	o pagamento
pen	a pena

pencil o lápis
 people o mundo; o povo
 peopled povoadão, -a
 perhaps talvez
 Pernambuco Pernambuco
 person a pessoa
 physician o médico
 piano o piano
 picture o quadro
 pillow a almofada
 pity a pena; it's a —, é pena
 place o lugar; to take —, realizar-se
 plant a planta
 plantation a fazenda
 planter o fazendeiro
 plate o prato
 play brincar; to — (*piano, etc.*) tocar
 pleasant agradável
 please faça favor; tenha a bondade de;
 to —, agradar
 pleasing gostoso, -a
 pleasure o gôsto; o prazer; to take —
 in ter gôsto em; ter prazer em;
 with —, com muito prazer
 poem o poema
 point apontar; to — out marcar
 polite cortês
 poor pobre
 poorly mal
 populated povoadão, -a
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 Portuguese português, portuguesa
 position o emprêgo
 post office o correio
 pot a panela
 potato a batata
 prefer preferir
 prepare preparar
 prescription a receita
 present atual
 present apresentar
 president o presidente
 pretty bonito, -a; lindo, -a
 price o preço
 problem o problema
 produce produzir; to be —d dar-se;
 produzir-se
 product o produto (*or producto*)
 professor o professor, a professora
 proper conveniente

propose propor
 protect oneself abrigar-se
 protection a proteção
 provide: —d that contanto que; sem-
 pre que
 publish publicar
 pupil o aluno, a aluna
 put pôr; to — in introduzir; — in
 order arranjar; — on (*shoes*) calçar;
 (*clothing*) vestir

Q

quality a qualidade
 quarter quarto, -a
 question a pergunta; a questão
 quickly depressa
 quite muito; bastante

R

railway a estrada de ferro; o caminho
 de ferro
 rain a chuva
 rain chover
 rainy chuvoso, -a
 read ler
 reading a leitura; — book livro de
 leitura
 ready pronto, -a; —made clothes a
 roupa feita
 real verdadeiro, -a
 realize realizar-se
 really verdadeiramente
 reason a razão
 receipt a recepção
 receive receber
 recite: to — the lesson dar a lição
 red vermelho, -a
 reference a referência
 regards a lembrança; os respeitos
 region a região
 register imatricular-se
 regret sentir(-se)
 remain ficar
 remember lembrar; lembrar-se (de)
 rent alugar
 repeat repetir
 reply a resposta
 reply responder
 republic a república

request o pedido	selection a escolha
require pedir	self mesmo, -a
resolve resolver	sell vender
respect o respeito	send enviar; mandar
rest descansar(-se)	sense o sentido
restaurant o restaurante	September setembro <i>m.</i>
return voltar	servant o criado, a criada
review rever	serve servir
rich rico, -a	set: the sun (moon) —s o sol (a lua)
ride: to take a —, dar um passeio	põe-se
right direito, -a	settle saldar
right a razão; all —, está bem; to be —, ter razão; be all —, estar bem	seven sete; — hundred setecentos, -as
Rio de Janeiro o Rio de Janeiro	seventeen dezessete (dezassete)
rise: the sun (moon) —s o sol (a lua)	seventh sétimo, -a
nasce	seventy setenta
river o rio	several vários, -as
road o caminho; a estrada; motor —, a estrada de rodagem	shape o feitio
room o quarto; a sala; dining —, sala de jantar; living —, sala de visi- tas; —s of house, as divisões	she ela
rough agitado, -a	sheet o lençol
route a carreira; (sea) —, a rota	shelter oneself abrigar-se
run correr; to — into dar com	shepherd o pastor
	ship o navio
	shirt a camisa
	shoe o sapato
	shop a loja; to go —ping ir fazer com- pras
	short curto, -a; pouco, -a
	should dever
	show mostrar
	shut fechar
	sick doente; to get sea—, enjoar
	side o lado
	sideboard o aparador
	sight a vista
	silver a prata
	sir senhor
	sister a irmã
	sit: to — down acomodar-se; sentar-se
	six seis; — hundred seiscentos, -as
	sixteen dezesseis (dezasseis)
	sixth sexto, -a
	sixty sessenta
	sleep o sono; to be —y ter sono
	sleep dormir
	sleeve a manga
	slowly devagar
	small pequeno, -a
	smaller menor
	smoke fumar
	snow a neve

S

sad triste
saint santo, -a
St. Sebastian São Sebastião
salary o ordenado
sale a venda
same mesmo, -a
sample a amostra
Saturday o sábado
save poupar
say dizer; to — good-by (to) despe- dir-se (de); — so (not) dizer que sim (não)
scarcely mal
school a escola; municipal (public) —, a escola municipal
sea o mar
season (<i>of year</i>) a estação
seat o assento; o lugar
second segundo, -a
seek procurar
seem parecer
select escolher

so assim; tanto, -a; tão; — as de maneira que; de modo que; — that de maneira que; de modo que
 soap o sabão
 sofa o sofá
 some alg-um, -uma; pl. -uns, -umas
 somebody alguém
 someone alguém
 something alguma coisa, algo
 sometimes algumas vezes; às vezes
 son o filho
 soon cedo; logo; as — as assim que;
 logo que
 sorrow a dor
 sorry: to be —, sentir(-se)
 soup a sopa
 south o sul
 speak falar
 spelling a ortografia
 spend passar
 spite: in — of apesar de
 spoon a colher; tea—, a colherinha
 spring a primavera
 start principiar; to — off pôr-se em movimento
 state o estado
 statement (*of account*) o relatório
 station a estação
 stay ficar
 steam o vapor; —boat o vapor
 still ainda
 stone a pedra
 stop deixar de (+ *infin.*); parar
 store a loja
 story o andar; upper —, andar de cima
 straight direito, -a; — ahead *adv.*
 direito
 street a rua
 streetcar o bonde
 stretch: to — out estender-se
 strike (*of a clock*) dar
 strong forte
 student o aluno, a aluna
 study o escritório
 study estudar
 subscribe: to — oneself subscriver-se
 (*in correspondence*)
 such (a) tal
 sugar o açúcar (assúcar)
 Sugar Loaf Mountain o Pão de Açúcar

suggest propor
 suitable apropriado, -a; to be —, convir
 summer o verão; o estio
 sun o sol; the — is shining faz sol; the — rises o sol nasce; the — sets o sol põe-se
 Sunday domingo
 supper: to have —, ceiar
 sure certo, -a; to be — of estar certo de

T

table a mesa; desk —, a mesa; dressing —, o toucador; —cloth toalha de mesa
 tablespoonful a colherada
 tailor o alfaiate
 tailor shop a alfaiataria
 take tomar; (*of time*) levar; to — (*a course of study*) seguir; — a trip fazer uma viagem; — a turn dar uma volta; — a walk or ride dar um passeio; — advantage of utilizar; — leave (*of*) despedir-se (de); — off tirar; — place realizar-se; — pleasure in ter gôsto (prazer) em
 taste o gôsto
 tasty gostoso, -a
 taxi o taxi
 tea o chá
 teach ensinar
 teacher o professor, a professora
 tear a lágrima
 tear rasgar
 ten dez
 tenth décimo, -a
 than de; que; do que
 thank agradecer
 thanks obrigado, -a; many —, muito obrigado
 that aquele, -a; aquilo; êsse, essa; isso; *conj.* que; all — which quanto, -a; in —, naquele, -a; naquilo; nesse, nessa; nisso; of —, daquele, -a; daquilo; dêsse, dessa; disso; — (one) aquele, -a; êsse, essa
 the o, a; pl. os, as; in —, no, na, pl. nos, nas; of —, do(s), da(s); on —, no(s), na(s); to —, a, ao, às, aos

thee te; ti; to —, te	have a good —, divertir-se; what — is it? que horas são?
their(s) seu(s), sua(s)	timetable o horário
them êles, elas; os, as (los, las, nos, nas); to —, lhes	tired cansado, —a
themselves se; si	to a; em; para; até
then depois; em seguida; então; logo; pois; right —, neste momento	tobacco o tabaco
there aí; ali; lá; — is, — are há	today hoje
these êstes, estas; — (ones) êstes, estas;	together juntamente
in —, neste, nestas; of —, dêstes, destas	tomorrow àmanhã; day after —, depois de àmanhã; — afternoon àmanhã de tarde
they êles, elas; — who os (as) que	tongue a língua
thine teu(s), tua(s)	too também
thing a coisa	tooth o dente
think crer; pensar; to — about pensar em; — so (not) crer que sim (não); — of pensar; pensar em; what do you —? que lhe parece?	toothache dor de dentes
third terceiro, —a, têrço	top o alto; a cima
thirst a sede; to be —y ter sede	touch tocar
thirteen treze	towel a toalha
thirtieth trigésimo, —a	town a povoação
thirty trinta	train o combóio; o trem
this êste, esta; — one êste, esta; in —, neste, nesta; nisto; of —, dêste, desta; disto	transportation o transporte
thither lá	travel viajar
those aqueles, —as; êsses, essas; all — who quantos, —as; in —, naqueles, —as; nêsses, nessas; of —, daqueles, —as; dêsses, dessas; — (ones) aqueles, —as; êsses, essas; — who os (as) que	traveler o viajante
thou tu	traverse percorrer
thousand mil	treat tratar
thousandth milésimo, —a	tree a árvore
three três; — hundred trezentos, —as	trip a carreira; a viagem; to take a —, fazer uma viagem
throat a garganta; sore —, dor de garganta	trouble a pena; to be worth the —, valer a pena
through por; — the pelo, pela; to go —, percorrer	trouble incomodar
Thursday a quinta-feira	trousers as calças
thus assim	true verdadeiro, —a (<i>after noun</i>); to come —, realizar-se
thy teu(s), tua(s)	truly verdadeiramente
ticket o bilhete; one-way —, bilhete de ida; round-trip —, bilhete de ida e volta	truth a verdade
till até	try tratar
time o tempo; a vez; at what —? a que horas? — of day as horas; to	Tuesday a térça-feira
	turn a volta
	twelve doze
	twentieth vigésimo, —a
	twenty vinte
	twice duas vezes
	two dois; duas; — hundred duzentos, —as
	uncle o tio
	under sob

undergrowth o mato
underline sublinhar
understand compreender
unit a unidade
United States os Estados Unidos
unity a unidade
unless a menos que; a não ser que
until antes que; até que
unusual notável; what is there —?
que há de notável?
upon sobre
Uruguayan uruguiano, -a
us nos; nós; to —, nos; with —, con-
noscemos
U.S.A. E.U.A.
use o emprêgo; o uso; to make — of
usar (de), utilizar
use usar (de); utilizar
useful útil

V

vacation as férias
value o valor
value estimar
valued prezado, -a
various vários, -as
very muito; not —, pouco
view a vista
visit visitar
voyage a viagem

W

wait: to — for esperar
waiter o criado; o garção
waitress a criada
wake: to — up acordar
walk a ida; o passeio; to take a —,
dar um passeio
walk andar; passear
wall a parede
want desejar; querer
war a guerra
warm quente; to be — (*of the weather*)
fazer calor; be — (*of a person*) ter
calor; be — (*of a thing*) ser (estar)
quente
warm aquecer
wash lavar

Washington Wáshington
watch o relógio
water a água
wave: to — at agitar para
way a maneira; on the — to a caminho
de
way: by — of a título de; that —, por
ali; this —, por aqui
we nós
wear levar
weather o tempo; to be good (bad,
etc.) —, fazer bom (mau, etc.) tempo
Wednesday a quarta-feira
week a semana
weigh pesar
well bem; pois; pois bem; very —,
está bem; to be —, estar bem
well: —-known afamado, -a
West o oeste
wharf o cais
what qual, pl. quais; que; —! quê!
whatever qualquer; — may be seja o
que fôr
when quando; a que horas
where onde; (to) —, aonde; — to?
para onde?
whereas ao passo que
which qual, pl. quais; que; of —, cujo,
-a
while ao passo que; enquanto; em-
quanto que
white branco, -a
who qual, pl. quais; que; quem; all
—, quantos, -as; those —, os (as)
que
whoever quemquer (que)
whom qual, pl. quais; que; quem
whose de quem; cujo, -a
why porque; —? porquê?
wide largo, -a
wife a espôsa, pl. espôsas; a mulher;
a senhora
wind o vento; to be —y fazer vento
window a janela
wine o vinho
winter o inverno
wipe limpar
wish desejar; querer; I —, oxalá (que)!
with com; a; — him, her, it, you,
yourselves, themselves consigo; —

thee contigo; — us connosco; —
 you convosco; — me comigo
 withdraw tirar
 within dentro (de)
 without sem
 woman a mulher
 wool a lã
 word a palavra
 work (*of art, music, etc.*) a obra
 work trabalhar
 world o mundo
 worse pior
 worth: to be —, valer
 worth while: to be —, valer a pena
 would that! oxalá
 write escrever
 writer o escritor

Y

year o ano; to be... —s old ter... anos
 yes sim; — indeed pois sim
 yesterday ontem
 yet ainda; todavia
 you o senhor, a senhora, a senhorinha,
 a senhorita, você, V. Exa., V. Sa.;
 tu; pl. os senhores, etc.; vós; dat.
 lhe, lhes; te, vos; acc. o (a, os, as);
 te, vos
 your(s) seu(s), sua(s); teu(s), tua(s);
 vosso(s), -a(s)
 yourself se; si
 yourselves se; si

Z

zero o zero

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